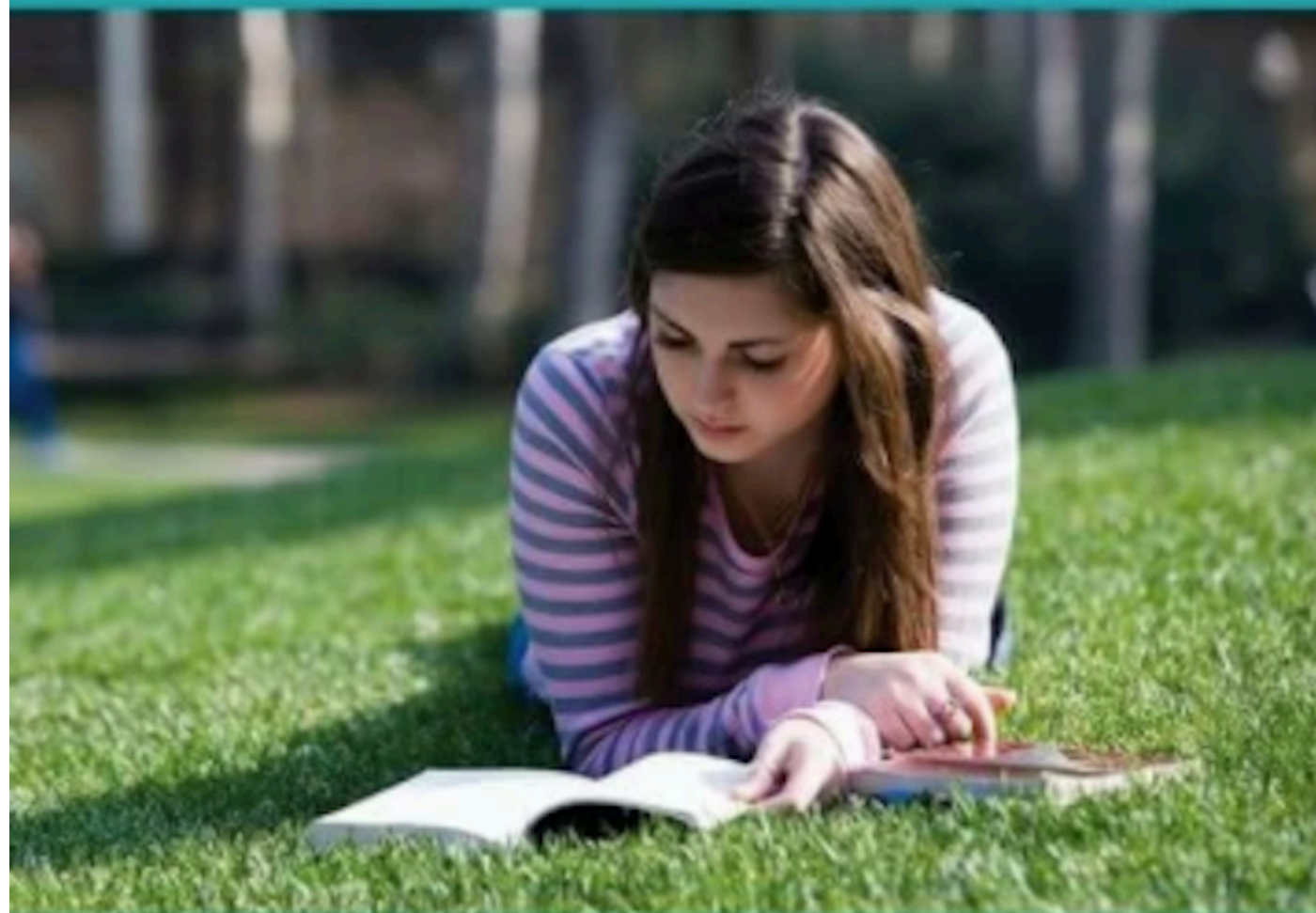


*Improve your Skills*

# Reading *for Advanced* with Answer Key



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MACMILLAN



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# Introduction

## What is *Improve your Skills: Reading for Advanced*?

*Reading for Advanced* is part of the *Improve your Skills* exam skills series: four preparation books which cover all aspects of the Cambridge English: Advanced (CAE) exam. This course aims to develop the key reading skills, and language and exam techniques, for parts 5–7 of the Advanced Use of English and Reading paper. The course can be used in conjunction with the other books in the series: *Use of English for Advanced*, *Writing for Advanced* and *Listening and Speaking for Advanced*. It can also be used as a general skills development course, or as preparation for other general English tests.

## How do I use *Improve your Skills*?

You can use any of the books in this series either in class or to study on your own. The course will guide you through the activities step by step, so you can use this book with or without a teacher.

If you are studying as part of a class, your teacher will direct you on how to use each activity. Some activities can be treated as discussions, in which case they can be a useful opportunity to share ideas and techniques with other learners.

## How is *Improve your Skills: Reading for Advanced* organised?

The course is made up of 12 units, each aimed at developing a particular reading skill (e.g. *scanning*). Every unit is themed around a commonly occurring topic from the *Advanced* exam.

Each unit consists of:

- **Skills development:** explanation, examples and tasks to develop and practise relevant reading skills both for general use and the exam. Each skill is broken down into simple stages with reference to why each skill is important for *Advanced*.
- **Vocabulary:** useful vocabulary for the *Advanced* exam.
- **Exam focus and practice:** focus on how each skill relates to the exam, followed by authentic *Advanced* style tasks for real exam practice.

There are also *Skills tip* boxes throughout the book containing useful information and ideas on how to approach the exam reading tasks.



## How will *Improve your Skills* increase my chances of exam success?

### Skills development

The skills sections form a detailed syllabus of core reading skills which are useful both in the exam and in everyday life – reading for specific information and understanding attitude and opinion, for example. People often do these things in their own language without noticing, so it can take some practice to perform these actions in another language. Learning and understanding vocabulary and grammar can take priority in the classroom, and these very important skills can often get ignored.

### Language input

Each unit includes useful vocabulary and phrases for the exam. In *Improve your Skills: Reading for Advanced*, you will find a wide range of topic vocabulary and ideas to make sure that you are well prepared when you reach the real exam.

### Exam technique

In any exam, it is important to be prepared for the types of tasks you are likely to be given, and to have methods ready to answer any particular question. The *Exam focus* section helps you develop and practise these methods. The *Skills tip* boxes give short, simple advice about different types of questions, as well as study skills and how to effectively use the skills you have learned. The course covers every question type that you will face in the *Advanced* exam.

## How is the *Advanced* exam organised and where does reading fit in?

The *Advanced* exam consists of four papers: *Use of English & Reading*, *Writing*, *Speaking* and *Listening*. Parts 5–8 of the *Use of English & Reading* paper test your reading skills. The complete paper takes 1 hour and 30 minutes.

### What does each task consist of?

The reading tasks (Parts 5–8) make up 20% of your final mark in *Advanced*. The passages are taken from a range of sources and aim to test your reading ability in a number of ways. Part 5 is a text followed by six four-option multiple choice questions. Part 6 consists of four short texts on a particular topic followed by four questions. Part 7 is a gapped text task – six paragraphs have been removed which you need to replace with one of seven given options. Part 8 is a text, or a few short texts with ten multiple-matching questions. Candidates have to find specific information in the texts in order to answer these questions. Each question is worth one mark in Part 7.

The tasks will test a variety of the following key reading skills:

- Understanding detail and finding specific details
- Understanding global meaning
- Understanding text structure, cohesion and coherence
- Understanding attitude, opinion and purpose
- Deducing meaning from context and implication
- Identifying main ideas and examples

This course will develop your knowledge and understanding of all of the above skills, as well as the techniques you will need to use when reading, such as scanning and skimming.



# Reading for gist

## Film and television

UNIT AIMS

**Skill:** reading for gist**Vocabulary:** entertainment topic vocabulary**Exam practice:** *Advanced Paper 1 Part 7*

### Improve your reading skills: reading for gist

#### What is reading for gist?

*You read for gist to get a general idea of what a text is about. This can be from understanding the general topic of a text to understanding a writer's general view of one aspect. It doesn't involve understanding every detail. It is often a quick, overall way of reading that gives you an overview of the whole text.*

- 1 Reading for gist may help you to understand
  - A the attitude of a writer towards a subject as a whole.
  - B why a writer wants to take an overview of a subject.
  - C the reason a writer has selected a particular subject.

#### Why is reading for gist important?

*Written information surrounds us and it's impossible to read everything. You need to select texts which merit a more detailed reading and you also need to be able to identify texts where an understanding of the general meaning is sufficient. It helps you to prioritise your reading of different texts within the time constraints you face in different situations (at work, in an exam, etc).*

- 2 One function of reading for gist is to enable us to
  - A read everything that comes our way.
  - B choose what needs further attention.
  - C select the relevant details from a text.

#### How do you read for gist?

*You usually get your first idea of the gist of a text from any material around the text such as a title, a sub-title or photos and the overall structure, including any headings and sub-headings or, in longer texts, chapters. You then skim the text for gist. This may involve reading everything quickly, ignoring any points or any language you don't understand. Or it could be reading the introductory and concluding paragraphs, and reading only the first 'topic sentence' of the other paragraphs. The topic sentence often expresses the gist of the paragraph before providing supporting detail, examples, etc.*

- 3 When you are reading for gist, you might decide to
  - A ignore any titles, sub-titles or headings.
  - B focus on examples presented in some paragraphs.
  - C read those bits most likely to present an overview.

#### How is reading for gist important in *Advanced*?

*Advanced Reading paper has fairly lengthy texts, on which you have to answer questions in a limited time. Reading for gist helps you to do this. In Parts 5 and 6, reading for gist gives you an overall sense of the texts and of the attitudes and opinions, which may help you to answer some of the questions. In Part 7, it helps you understand how the different parts of the text and the removed paragraphs relate to each other.*

- 4 In Paper 1 Part 7, reading for gist is useful because it means you can
  - A sympathise with the attitude of the writer.
  - B see the overall structure of the text.
  - C form your own opinion of the topic.



## Reading for gist

- ## Develop your vocabulary

- For a blockbuster film to get (1) **rave reviews** \_\_\_\_ from audiences and critics alike, it takes more than highly-paid actors and (2) **exquisite** \_\_\_\_ visuals and special effects. More and more, filmgoers are demanding a clever, imaginative script and plotline to meet their more intellectual and emotional needs. A stunning 15-minute car chase may pack cinemas in the first days of a film's release, but this type of (3) **lowbrow** \_\_\_\_ entertainment won't break box-office records in the weeks that follow. The average cinema-goer, it seems, is getting tired of the (4) **predictable** \_\_\_\_ action movie format. And for a blockbuster to really get some kind of (5) **buzz** \_\_\_\_ around it, one or two well-known and respected critics have to give their seal of approval.

- crew ■ anchor ■ producer ■ sequence ■ wrap

- 1 \_\_\_\_\_ : a person who manages and finds money to fund a project
- 2 \_\_\_\_\_ : a signal for the end of filming for the day or for the end of a project
- 3 \_\_\_\_\_ : a series of scenes which form a part of a story in a film
- 4 \_\_\_\_\_ : a person who reads the news on TV
- 5 \_\_\_\_\_ : a group or team of people working together on a film

- 1 The famous documentary **chronicles** the journeys of emperor penguins in their native Antarctica.  
a spends a lot of time on b tells the story of
- 2 A successful artist needs creative **vision** as well as technical skill.  
a the ability to observe in detail b the skilled use of imagination
- 3 The **casting** process for a film or play can take weeks.  
a choosing actors b getting financial backing
- 4 Let's just **dive in** and read the script aloud all the way through.  
a start without too much preparation b finish a task quickly
- 5 The scene I was in unfortunately **ended up on the cutting room floor**.  
a finished in a strange place b was edited out of the final film



## Develop your reading skills: reading for gist

1 Read each short text quickly and match it with a text type.

1 —

Another reason for writing is that the film seems, unfortunately, to be going over budget due to unforeseen costs. As a result, we will have to cut our expenses in other areas, such as the advertising and marketing campaign. Obviously, this may impact negatively on the film's performance, so I am counting on your renewed backing in order to ensure the film's success.

3 —

The film – which is turning out to be one of the most expensive productions in history – has suffered numerous unexpected setbacks. During filming in Mexico, the sets were completely destroyed by a hurricane, resulting in weeks of delay to the shooting schedule as well as the costly rebuilding of the sets. In addition to this, one of the actors broke his leg during an action scene, causing further delays and expense.

2 —

It's day 16 of the shoot, bringing us to the first day of filming at the beach, which, in my opinion, will give us the most exquisite scenes of the film. The location is El Matador Beach, about ten miles northwest of Malibu. This is the scene where our romantic female lead reveals the truth about her past. There isn't a better way to mix beauty and drama, right? I'll post some photo stills from the shoot later in the week; I'm sure all of you will love them.

4 —

With the setting of post-apocalyptic Earth, the special effects are unarguably stunning. The director has taken great care to make sure the landscape scenes look breathtaking in their devastation. But while the film excels visually, it unfortunately fails in terms of the storyline. The themes are obviously taken from other, better films from the past, which makes the plot seem repetitive and predictable, almost as if you've seen the film before.

- a review
- b email
- c blog
- d news story

2 Read the texts from exercise 1 again. Underline the information which gave you the answers.

3 Match each text from exercise 1 with a heading.

- |     |  |
|-----|--|
| 1 — | a Scheduling and funding issues        |
| 2 — | b Chronicling a new film               |
| 3 — | c Raising further support              |
| 4 — | d Spectacular visuals liven dull story |



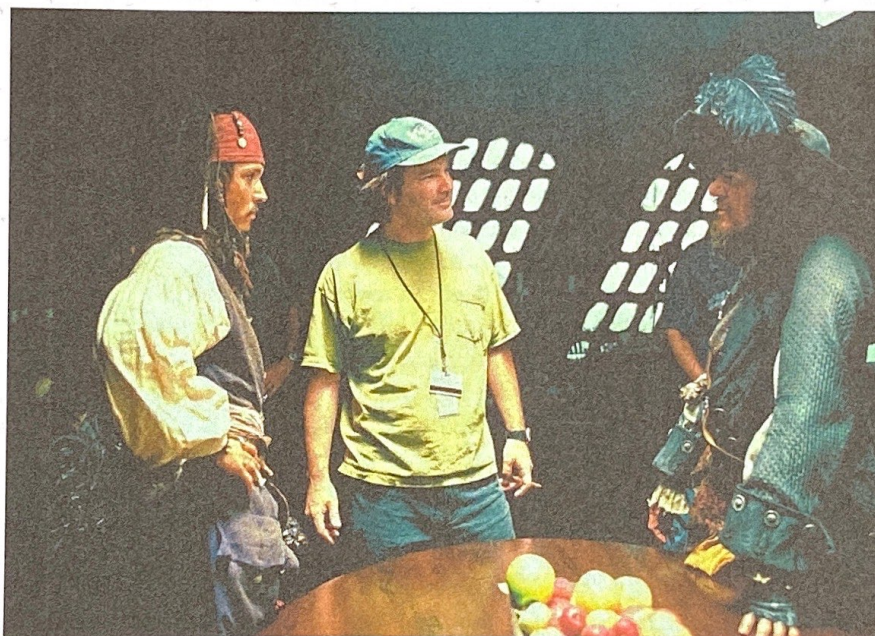
4 Choose the correct answers without looking back at the texts in exercise 1. When you have completed the task, check your answers.

- 1 In text 1, what will result if the reader takes no action?
  - A The film won't be finished.
  - B The actors won't be paid.
  - C The producer will quit.
  - D The film won't be promoted so well.
- 2 In text 2, what does this person mainly describe?
  - A the set location
  - B the storyline
  - C the lead actors
  - D the photography
- 3 In text 3, what makes this story newsworthy?
  - A the specific location
  - B the set designs
  - C the cost of the production
  - D the injury of an actor
- 4 In text 4, how does this person feel about the film?
  - A overwhelmed
  - B enthusiastic
  - C ambivalent
  - D unsatisfied

5 Look at the photograph and the title but do not read the text yet. Tick the topics you think will be mentioned in the text. Then read the text and check your answers.

## ON THE SAME WAVELENGTH

**D**irectors and actors must have a close relationship in order for a film to succeed. (1) \_\_\_\_ In some respects, the director has to be a reasonably good actor too, because he or she sometimes has to act out the precise emotions that are needed for a particular scene to show the actor what is required. (2) \_\_\_\_ What the director must never forget is that he or she is ultimately responsible for the actors feeling comfortable enough to practise their craft to the best of their ability. Conversely, it is the actors' job to understand or even sense what the director wants and deliver it on screen. (3) \_\_\_\_



- 1 acting for the radio \_\_\_\_\_
- 2 role of the director \_\_\_\_\_
- 3 cooperation between director and actors \_\_\_\_\_
- 4 how films are made \_\_\_\_\_
- 5 actors' response to direction \_\_\_\_\_



## Unit 1

- 6 Read the text from exercise 5 again. Insert these sentences in the gaps in the text.
- However, even if the director has a very precise vision of how the scene should be played, they must still allow the actors a certain amount of freedom to interpret the role in their own way.
  - It is this sensitivity to direction, this chemistry between actor and director, which creates that all-important screen 'magic' and garners the rave reviews.
  - There must be a mutual understanding between the two and a strong element of trust in order for that relationship to flourish.

- 7 Read the italicised 'topic sentences', then choose the best heading for each text.

- a Secrets of the successful novelist / From page to screen

*Adapting a novel for the cinema is much more difficult than it might seem to someone who's never done it.* First of all, there are things a novelist can hide from the reader that simply cannot be hidden in a film. For example, if the killer in a crime novel is a man dressed as his mother, the reader is not automatically aware of this when the killer commits his first crime. In film though, this fact will be revealed immediately unless the script is written and the scene presented in such a way as to conceal this vital detail from the viewers.

- b Theatre on TV / Acting the news

And that brings us to the more subtle abilities required by a news anchor. *In many ways working as a news anchor requires many of the same skills that an actor employs.* A news item often requires a certain emotion to accompany it regardless of how the news anchor may actually be feeling. This is true regardless of whether the news anchor is under a lot of pressure, feeling exhausted or just plain ambivalent towards a subject. Furthermore, the news anchor must not reveal certain personal feelings about a news item that might be out of line with the television network's views.

- 8 Read the complete texts in exercise 7. Write the letter of a text to answer each sentence.

- This extract probably appears towards the middle of the complete text. \_\_\_\_\_
- This extract probably appears towards the start of the complete text. \_\_\_\_\_
- The writer gives a detailed example to support their main idea. \_\_\_\_\_
- The writer believes that viewers should not be unduly influenced. \_\_\_\_\_



## Exam focus: reading for gist in Advanced

1 Look at the exam practice section on pages 12 and 13 and choose the correct answers.

- 1 The text is probably
  - A a description of the technical aspects of film-making.
  - B based on the writer's personal experience.
  - C written by a film director.
- 2 Reading the text and the missing paragraphs for gist will enable you to
  - A determine for certain which paragraph fits in each gap.
  - B confirm which paragraph doesn't fit in any of the gap.
  - C get an initial idea of the topic of each removed paragraph.
- 3 The writer is likely to focus on
  - A Jeannette's relationships with family and friends.
  - B Jeannette Renne's work as a film-maker.
  - C Jeannette's roots in southern Italy.
- 4 Which gap is probably related to the money aspect of filming?
  - A Gap 1
  - B Gap 3
  - C Gap 6
- 5 You should
  - A pay attention to the paragraphs both before and after the gap.
  - B only pay attention to the paragraph before the gap.
  - C only pay attention to the paragraph after the gap.

### Skills tip

In *Advanced* Paper 1 Part 7, should you

- a read the text slowly and carefully at first and then read it more quickly for gist?  
Yes / No
- b quickly read the main text for gist and then read each missing paragraph for gist?  
Yes / No

2 Read the text and decide which paragraph best follows it.

Despite the fact that most people consider reality television to be quite lowbrow, viewership of this genre has steadily increased over the years. It seems that the temptation to peer into other people's lives and watch their decision-making abilities on a group level is simply too strong for many people to turn away.

- a This can be seen in television series that chronicle the lives of a group of people living, for example, in a single house, separated from the rest of the world. The goal in these types of shows is to keep from being evicted, more or less. The inhabitants make friends (and enemies) – the difference between the two can sometimes become blurred – and at some point, they have to choose which of their roommates they want removed from the house.
- b For example, many reality television series showcase the lives of individuals who are forced to survive in a physically challenging environment, such as in the wilderness or on some kind of obstacle course. These shows' popularity revolves around the contestants' ability to use their strength to endure such challenges and compete against the other players. The fact that these series usually take place in exotic, tropical locations makes it all the more entertaining.

3 Read paragraphs a and b from exercise 2 again and complete the explanations in your own words.

- 1 Paragraph \_\_\_\_ is *more* likely to be the answer because \_\_\_\_\_.
- 2 Paragraph \_\_\_\_ is *less* likely to be the answer because \_\_\_\_\_.



*Exam practice:***Advanced Paper 1 Part 7**

You are going to read a magazine article about the work of a film-maker. Six paragraphs have been removed from the article. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

## THE PROCESS OF *film-making*

*Craig Barker learns about film-making in the idyllic setting of southern Italy.*

When close friend and film-maker Jeannette Renne asked me to accompany her on her latest film project in southern Italy, I jumped at the chance. Even more enticing was the fact that Jeannette's mother, a born and bred Sicilian, had offered her family home as free lodging. After we had arrived in the charming village of Motta Camastra, I sat down with Jeannette to learn more about her work. 'Of course, it all begins with a vision to tell a story with the camera,' she says.

**1** 

The writing process usually takes several weeks before Jeannette is satisfied. In the meantime, she scouts for locations. She also puts together her crew, a small group of talented film graduates many of whom also happen to be close friends. She explains that everyone has multiple roles to play in the production.

**2** 

'Selecting actors is a thrilling part of the process', she tells me. 'They are the vessels of storytelling in many ways, which makes casting decisions of vital importance,' she says. Her actors for this film originate from different parts of Sicily, some even from the Messina region in which the village is located.

**3** 

These days, she says, this phenomenon has largely disappeared. 'People are much friendlier now. In those days, you wouldn't trust the people from other villages. And the rumours that would swirl around about one village or another would often take on a life of their own.'

**4** 

Filming often involves a lot of gruelling labour. Jeannette explains it's not uncommon for the crew to work more than 12 hours during a single day of filming, but the long hours make for a terrifically rewarding bonding experience. Also rewarding is the unmissable wrap party Jeannette throws after filming is completed.

**5** 

'As soon as we return to London, we dive straight into the editing process. It's the most difficult part for me, as I have to choose which scenes will end up on the cutting room floor,' Jeannette says. The silver lining is that once the editing is finished, the entire film-making process is nearly done.

**6** 

I asked Jeannette about the cost of the film and she lets out a big sigh. 'Thankfully, many people working on this project are doing it for recognition only. The expense of the film can drive you to despair if you fret about it too much. All in all', she says, 'the pride of producing a great piece of cinematic work is worth more than the price tag.'



- A** With the setting and local talent in mind, I asked Jeannette to outline the plot. 'It's a romantic comedy in which a young woman falls in love with a young man from a neighbouring town but rivalry between the towns' inhabitants creates some stumbling blocks to their happiness,' she explains. It was a circumstance her own grandparents had to endure.
- B** This particular one will take place in the village. It will have special meaning for Jeannette, as the village's 800 citizens will be in attendance. 'It'll be the biggest celebration this town has ever seen,' Jeannette boasts. As celebratory as it will be, the event won't mark the end of the film-making process for Jeannette.
- C** 'I learned a great deal in film school about the various roles that are involved in film production, and because of that, I know what is required of each role,' Jeannette says. She goes on to add that she herself has served a number of different roles on other film-makers' projects before she became a director. I then asked her to explain what a director does.
- D** From here, Jeannette prepares venues in which she can screen the final product. If the buzz surrounding her film is positive, she can expect to enter a number of film festivals. 'Ideally, I'd like the film to get accepted into at least three festivals. Any more than that and it gets a bit pricey,' she says.
- E** It was these tall tales that inspired Jeannette to make such a film. One sequence in the film has the two lovebirds strolling down an empty street, with residents peering out of windows and slamming the shutters shut once the couple notices their stares. 'It's these funny moments combined with dramatic scenery that we hope will be a major point of interest in the film,' she says.
- F** 'That is the simplest, most inspiring part', she went on to say, 'and the remaining 99% is hard work and determination. The ensuing process is highly creative all the way through. So, with an idea in mind, I get together with the screenwriter – my husband, David – and we work on developing the script.'
- G** 'At the very least, I'm always director, producer, casting director, production designer and assistant screenwriter. My husband is the main screenwriter, assistant director and storyboard artist. The rest of the crew follows a similar pattern,' she says, 'sometimes switching jobs from one film to the next. They excel in the various parts they play in the film's production, so collaboratively, it really works.'

### Skills tip

When fitting the paragraphs to the gaps, you need to make sure both the beginnings and the endings match appropriately. Sometimes the beginning of one paragraph will match what comes before it, but the ending won't match what follows. In other cases, it may not be important if the beginning matches the preceding paragraph, as the paragraph may be introducing a new idea, but you *will* have to match the ending.



# 2

## Distinguishing main ideas from supporting details

### Management

UNIT AIMS

**Skill:** distinguishing main ideas from supporting details

**Vocabulary:** work topic vocabulary

**Exam practice:** Advanced Paper 1 Part 5

#### Improve your reading skills: distinguishing main ideas from supporting details

**What is distinguishing main ideas from supporting details?**

*Texts often contain main points – its central ideas – together with supporting details (examples, reasons, causes, consequences, case studies, statistics, quotes, etc) used to back up the main points. Recognising a main point and supporting details is an important aspect of understanding a text.*

- 1 Writers often mention supporting details in order to
  - A help the reader recognise the main points.
  - B show that ideas can have consequences.
  - C provide evidence for their opinion.

**Why is it important?**

*To fully understand a text, you have to understand the structure and the intentions of the writer. Successfully distinguishing main ideas from supporting details means you understand what the writer believes are the main points, and what is presented in the text as supporting detail.*

- 2 Failure to recognise the supporting details means
  - A misunderstanding the writer's central argument.
  - B not completely realising what the writer wants to achieve.
  - C believing that the text does not follow a clear logic.

**How do you distinguish main ideas from supporting details?**

*You need a general understanding of what kind of information is usually presented as main points and what is usually presented as supporting detail. As you read, think about the logic of the text and ask yourself whether what you're reading is a main point or an example? You should be able to list the main points made in it – there probably aren't very many.*

- 3 Which statement is correct, according to the paragraph above?
  - A Texts often contain few main points.
  - B Good writers clearly list their main points.
  - C Sensible readers ignore supporting details.

**How is it important in Advanced?**

*Distinguishing main ideas from supporting details is particularly important in Reading Paper Parts 5 and 7 and helps with Parts 6 and 8. In Part 5, it helps you answer questions on how a text is organised and features such as examples, comparisons and references. In Part 7, it helps you understand the structure of the text, so you can work out how each removed paragraph fits in. In Parts 6 and 8, you may need to understand both to do the matching tasks.*

- 4 In which part might you explicitly be asked about the writer's use of a supporting detail?
  - A Part 5
  - B Part 6
  - C Part 7



## Distinguishing main ideas from supporting details

### Get started

Look at the photo and answer the questions.

- What might be the advantages and disadvantages of working in a place like this?
- Would you like to work in an office like this? Why? / Why not?

### Develop your vocabulary

1 Match to make phrases.

- |              |   |            |
|--------------|---|------------|
| 1 managing   | — | a member   |
| 2 line       | — | b ladder   |
| 3 staff      | — | c director |
| 4 management | — | d style    |
| 5 career     | — | e manager  |



2 Each of the words in bold is in the wrong sentence. Write the correct words on the lines.

- 1 We have to ask the Financial Director to give us the green **weight** to go ahead with the project. \_\_\_\_\_
- 2 She's a rather obsessive manager, and every single decision has to go through her **reins**. \_\_\_\_\_
- 3 Give me some responsibility – it'll take the **hands** off your shoulders. \_\_\_\_\_
- 4 My colleagues have botched up the project to some extent and I have to pick up the **light**. \_\_\_\_\_
- 5 The owner of the firm isn't getting any younger, so he's decided to hand over the **pieces** to his daughter. \_\_\_\_\_

3 Write a word from the box in each gap to complete the text.

burnout ■ cubicle ■ delegating ■ micromanagement ■ team-building

## THE NIGHTMARE MANAGER

Most business schools agree that the worst kind of approach to running a business is (1) \_\_\_\_\_. This is the method of the manager who is wholly incapable of (2) \_\_\_\_\_, and therefore allowing some of the burden of responsibility to fall on others. This may sound heroic, but in fact it's a recipe for (3) \_\_\_\_\_, and such

managers rarely have long careers because of it. What's more, it's bad for the company itself. An employee who has the manager constantly looking over their shoulder in their (4) \_\_\_\_\_ is not going to feel trusted. It is thus a negative factor in (5) \_\_\_\_\_ and can lead to an uncomfortable atmosphere in an office.





## Develop your reading skills: distinguishing main ideas from supporting details

### 1 Underline the main idea in each paragraph.

- a You don't trust me. You cramp my creative style. You give me no space to develop. These are just some of the complaints directed at that most annoying creature, the micromanager.
- b The average managing director has as little idea of what happens on the ground floor of the company as a king did of how his subjects lived. This is due to the practice of going straight from business school into the upper ranks of management.
- c Some of my best workers are mothers, fathers, people with other responsibilities, and being flexible means I don't lose them. Good management for me is employee satisfaction.
- d I had become exactly the kind of manager I had always despised – stuck in the office, crunching figures. As a consequence, I found myself having to re-evaluate my entire role in the company.
- e A line manager is best compared to a sergeant in the army. He or she has direct contact with the ordinary 'soldiers' at a company, passing on the orders to them and making sure they carry them out correctly.

### 2 Match each statement with a paragraph from exercise 1.

- 1 This paragraph contains a reason as a supporting idea. \_\_\_\_\_
- 2 This paragraph contains a result as a supporting idea. \_\_\_\_\_
- 3 This paragraph contains a solution as a supporting idea. \_\_\_\_\_
- 4 This paragraph contains examples which support the main idea. \_\_\_\_\_
- 5 This paragraph contains an explanation which supports the main idea. \_\_\_\_\_

### 3 Match each sentence with a supporting detail.

- 1 What led top executive Mark Chapman to open his own restaurant in the Caribbean? \_\_\_\_\_
  - 2 When we hired our new marketing director, it wasn't a minute too soon. \_\_\_\_\_
  - 3 The first job that a new manager at a struggling company has is team-building. \_\_\_\_\_
  - 4 Companies in Silicon Valley have a set-up that most managers wouldn't even recognise as an office. \_\_\_\_\_
  - 5 The open-plan office had become a noisy playground where nothing got done. \_\_\_\_\_
  - 6 Owners of small companies are in a slightly different position to managers or directors. \_\_\_\_\_
  - 7 It isn't always a good idea for a new manager to enter an office with a management style decided upon in advance. \_\_\_\_\_
  - 8 A manager should bring staff members together for a brief meeting at least once a week. \_\_\_\_\_
- a There are games scattered everywhere, employees wandering around freely and nobody seems to be in charge.
  - b They tend to be more hard-headed, since if the company goes down, so do they.
  - c He had found himself unable to deal with the strain of keeping a struggling company afloat, and decided to get out.
  - d The firm had been losing business to its rivals for eighteen months continuously.
  - e He split the place up into cubicles and forbade all conversation.
  - f If the employees aren't behind you 100%, you have no hope of turning things round.
  - g If they don't, the team can become disorganised, disoriented and lose sight of its goals.
  - h Every company has a different personality which the new manager may need to adapt to, to a certain extent.



## Distinguishing main ideas from supporting details

### 4 Choose the best heading for each text.

#### a **Becoming a member of the team / Privileges of the position**

The open plan office of the 1970s did not come about by accident. The traditional image of the manager ensconced in his office out of sight – or worse, peering through the glass at the clerks at their classroom-like desks – did not create the atmosphere of togetherness and teamwork that many more creative offices required. It was more likely to make employees feel like schoolchildren in fact, and behave accordingly. Once the manager moved into the main office, a real team was formed – though for many managers, the perceived loss of privilege was a painful one.

#### b **Accessible but separate / Ready to answer any question**

The phrase 'my door is always open' should never be taken literally by the managers that say it. What the modern manager wants their team to know is that they are accessible, that they can be approached in times of doubt. However, an office door permanently ajar can have other, less desirable consequences. The workers in the main office might feel spied on, unable to relax, not trusted. If they know they can come and ask you something, they will. A bonus result is that they are unlikely to disturb you with insignificant matters like the right level of air-conditioning or the quality of coffee in the kitchen. A door plays the role of a filter through which only important matters may pass.

#### c **Up-to-date management style / Drawbacks of the traditional role**

The odd thing is that what is considered an old-fashioned management style in business schools and Silicon Valley is still probably the most common on the planet. That is, a person in an office with a closed door, communicating through a personal assistant and summoning employees to be thoroughly reprimanded from time to time. While it's true that with a strong-minded individual running a small to medium-sized business (usually their own) this can work, it has many drawbacks. For example, employees that accept this kind of headmaster's style often revert to being obedient schoolchildren, whereas the ones that don't accept it slack whenever the manager is out of sight.

### 5 Match each sentence with a text or texts from exercise 4.

- 1 It gives a negative result of employees feeling the manager is permanently present. \_\_\_\_\_
- 2 It explains what the role of a traditional manager is. \_\_\_\_\_
- 3 It gives a reason why managers began to work more closely with ordinary employees. \_\_\_\_\_
- 4 They explain the result of the old-fashioned management style. \_\_\_\_\_
- 5 It suggests a negative result for managers of becoming more involved. \_\_\_\_\_
- 6 It gives examples of the kind of things managers should not be concerned with. \_\_\_\_\_



## Unit 2

**6** Read the paragraphs and answer the questions. Ignore the gaps for now.

- a There is a strange moment in the life of any owner of a growing business. (1) \_\_\_\_ After all, when a company reaches a certain size, one person cannot possibly control every aspect of it.
- b Micromanagement means insisting that every single detail of a firm's business goes through the managing director's hands. It is practised by a certain kind of manager who simply cannot allow anyone else to make a decision. (2) \_\_\_\_
- c Giving up responsibility may be hard for a manager, but the weight coming off their shoulders can be an enormous relief. (3) \_\_\_\_ Once they have treated the bruises to their egos, they generally find they are able to perform their role more efficiently.
- d An up-and-coming executive can find their first steps up the career ladder an enormous adjustment. The management theories they learned at business school are rarely being implemented in the companies they join. (4) \_\_\_\_

- 1 Which paragraph is about the positive consequences of delegating? \_\_\_\_
- 2 Which paragraph is about the expansion of a young business? \_\_\_\_
- 3 Which paragraph is about frustrations of young managers? \_\_\_\_
- 4 Which paragraph is about an obsessive management style? \_\_\_\_

**7** Read the paragraphs from exercise 6 again. Put one sentence in the correct place in each text. There is one extra sentence which you do not need to use.

- a This is because most managers are over-burdened, and much of their time is spent worrying.
- b The problem, of course, is that this is supremely exhausting, and there are very few people who can keep up with the pace for long.
- c A manager that finds him or herself spending the day picking up the pieces of broken policies is headed for burnout.
- d This is when they must hand over the reins and allow their firm to become an autonomous unit.
- e Cutting edge practices such as chaos management are still confined to pockets of progress like Silicon Valley.

**8** Write a topic sentence for each paragraph.

- 1 \_\_\_\_\_  
Not every business is the same after all, and you can't just go in and turn the place upside down. Go in with a set of tools that can be used as and when required.

- 2 What do employees think?

\_\_\_\_\_

This is because most people spend a lifetime in one or two positions, and can do them excellently. The last thing they need is someone to tell them how to do it better.

3

\_\_\_\_\_

Their essential function is to keep an eye on people, making sure they do the work. Once ordinary employees can prove their sense of responsibility, the role of the line manager is unnecessary.

- 4 The internet has affected management, just as it has every other area.

\_\_\_\_\_

This could mean anything from selling products on digital platforms to dealing with freelance workers by email. Nobody will even be looked at by a modern company, if they are not able to do this.



*Exam focus:*

## distinguishing main ideas from supporting details in *Advanced*

1 Look at the exam practice section on pages 20 and 21 and tick the correct sentences.

- 1 The title and sub-title give the reader the main idea of the article as a whole. \_\_\_\_\_
- 2 The main idea of a paragraph is always in the first sentence. \_\_\_\_\_
- 3 The main idea of a paragraph may be expressed over more than one sentence. \_\_\_\_\_
- 4 A supporting detail will usually give a reason for the main idea. \_\_\_\_\_

2 Read the text and choose the main idea.

There are many kinds of managers and all of them have their shortcomings. The worst of the worst, however, and the one with the fewest positive points – if any – is the micromanager. Micromanagers spend so much time looking over other people's shoulders that they forget they should be at the front, leading the way. If somehow they manage to do both, they create a workforce with no identity beyond their own personality, no autonomy of thought and no sense of responsibility. When a micromanager, by superhuman effort, manages to create a strong company therefore, it is unlikely to survive for very long after they leave.

- a There's no such thing as a perfect manager.
- b There is no style of management worse than micromanagement.
- c Only superhuman micromanagers can hope to succeed.
- d The only positive contribution a micromanager makes is in training.

3 Read the text from exercise 2 again and choose the correct answer.

- The writer suggests that a micromanager
- A can never run a successful company.
  - B is just as flawed as other managers.
  - C tends to be a good trainer of employees.
  - D will always do lasting damage to a firm.

4 Choose the correct exam part.

- 1 In this part of *Advanced* Paper 1, you must identify many supporting details quickly.
- 2 In this part of *Advanced* Paper 1, the main idea in one paragraph might show you what paragraph comes before or follows it.
- 3 In this part of *Advanced* Paper 1, knowing the structure of the text is very important.
- 4 In this part of *Advanced* Paper 1, you may have to match the main idea behind a paragraph with a description of it.

### Skills tip

In *Advanced* Paper 1 Part 5, should you

- a first read the entire text through once to get a good feel for it as a whole? **Yes / No**
- b try to match each question to a paragraph? **Yes / No**

**Part 6 / Part 8**

**Part 5 / Part 7**

**Part 7 / Part 8**

**Part 5 / Part 8**



*Exam practice:***Advanced Paper 1 Part 5**

You are going to read an article. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

## HOW I LEARNED TO STOP *worrying and love the chaos*

*The owner and managing director of Flawless Digital Content tells us how she adopted chaos management – the management style more commonly associated with Silicon Valley firms like Google™.*

I was never a manager of anything, never had training or read books. Most managing directors rise up through the ranks and get a chance to work, if not as a line manager, at least as a departmental manager and so on up; by the time they get to the top position, they're like fine-tuned management machines. I started FDC from my kitchen table and it grew around me, until ten years later I found myself in an office surrounded by nearly a hundred staff members, in charge of a business that was growing at a breakneck speed – and possibly on the way to a spectacular nervous breakdown from stress and work-related exhaustion.

FDC is a content provider, which means we create content – in the form of video, audio and most of all, written content – for customers, who are mostly other businesses. Apart from the hunger of the internet for new, fresh content, there's huge demand because only with original content can you move up in the ranking towards that fabled first page on search engines. Most users don't get past that, so for a firm selling nails, say, if the user types 'carpentry nails' into their search engine, it's a dream come true if their name appears in the first ten results – because the sale generally goes to the one whose name does.

So I started out writing content in my kitchen, as I mentioned before, then managing projects and other freelance writers. Before long, I needed an office and someone to answer phones, and it just grew from there. My style of management – if you can call it a style – was micromanagement. Everything went through my hands and nothing went ahead without me giving it the green light. I worked twelve, fourteen or sometimes sixteen hours a day, seven days a week. I remember once passing two hundred consecutive days like that.

But even that wasn't enough. It was getting too big for me, and I was getting this strange, choking feeling each time I approached the office or thought about work. Then, during a week's holiday where I sat in a hotel room sending emails most of the time, I suddenly realised that I was on my way to what is described as 'burnout'. I was going to be one of those up-and-coming businesspeople who suddenly sell up and spend the rest of their lives pretending to run a farm. And I wondered how these high-tech companies like Google managed. That's when I read about chaos management.

It sounds worse than it is, and a better word might be 'zero management'. Or perhaps 'trust management'. You know that game they play on team-building weekends, where you let yourself fall backwards into the waiting arms of your colleagues? It's a little bit like that. You take your team leaders and explain to them that from now on they are in complete control of their projects, and that they in turn hand over the reins to their team members. It's about complete creative freedom and total responsibility – and I mean the latter in both the positive and negative senses. Success is rewarded, but failure is not tolerated.

What it meant for me was a huge weight off my shoulders and a chance to get back to a more creative role in terms of company strategy and direction. I no longer felt I was running behind trying to pick up the pieces; I was in front, leading. For the company it meant becoming a more flexible outfit, which is absolutely vital in our field. For employees, it's been a mixed bag. Some people want to come to the office and do the specific job they've mastered and then go off to enjoy what they consider to be their real life. That kind of worker is not going to enjoy working for me. If you want new challenges, freedom to find creative solutions and hard but rewarding work, then – well, send me your CV!



## Distinguishing main ideas from supporting details

- 1 The writer suggests in the first paragraph that managing directors
  - A rarely get to build up their own business from the ground up.
  - B always start from the lowest management position in a company.
  - C have generally collected plenty of management experience.
  - D have never had the experience of building up a business.
- 2 Why is having original content so important for companies?
  - A Their customers expect to have something new to read every day.
  - B It helps them gain a good ranking in search engine results.
  - C It enables their customers to see exactly what they are selling.
  - D This will allow their customers a more accurate description of their products.
- 3 What does the writer imply about her abilities in the third paragraph?
  - A As the business grew she delegated tasks to lighten her own workload.
  - B Many of the hours she spent working were a waste of time.
  - C She found herself unable to make the change from content creator to manager.
  - D She made a huge effort to develop a personal style of management.
- 4 In the fourth paragraph, the writer describes feeling
  - A worried that she wouldn't be able to achieve her real ambitions in life.
  - B afraid that the business had become too much for her.
  - C convinced that her business was descending into chaos.
  - D upset that she couldn't work effectively while on holiday.
- 5 The writer refers to team-building weekends in the fifth paragraph
  - A to make an analogy with the change of attitude she had to undergo.
  - B to show how much extra work such a change in style requires.
  - C to give a particular example of how she implemented the new system.
  - D to make a comparison between the anticipation of the change and the reality.
- 6 Since she has implemented chaos management, the writer feels
  - A pleased that she can now do the tasks she had before more efficiently.
  - B relieved that she no longer has to fix every problem which occurs.
  - C disappointed that many employees don't share her vision.
  - D unsure about her ability to take on the role of a creative director.

### Skills tip

In Part 5, the questions follow the order of the text and there is usually one question per paragraph. Once you have read through the text once for gist, look at the first question stem. Do not look at the options, as that will tend to distract you from getting a clear idea of what the text is about. If the stem is not a question, turn it into one in your head. For example, you could turn the first stem above into the question: *What does the writer suggest about managing directors in the first paragraph?* Find the answer and *then* look at the different options given to find the one that matches your answer.



# 3

## Understanding attitude and opinion

### Language learning

UNIT AIMS

**Skill:** understanding attitude and opinion

**Vocabulary:** education topic vocabulary

**Exam practice:** Advanced Paper 1 Part 6

#### Improve your reading skills: understanding attitude and opinion

**What is understanding attitude and opinion?**

*Understanding attitude and opinion involves recognising how the writer feels and thinks about an issue. Another key aspect involves comparing and contrasting the opinions of different writers on the same issue.*

- 1 According to the paragraph above, understanding attitude and opinion
  - A might require considering more than one text.
  - B always requires considering more than one text.
  - C never requires considering more than one text.

**Why is it important?**

*Very few texts are purely factual and objective. Almost all texts contain and express the writer's opinion and attitude to some extent. Understanding attitude and opinion allows you to evaluate a text and determine whether the text (or part of it) is ultimately persuasive, manipulative, sentimental, incoherent, one-sided, supportive, etc.*

- 2 Which word in the paragraph above is closest in meaning to 'biased'?
  - A incoherent
  - B one-sided
  - C persuasive

**How do you understand attitude and opinion?**

*You need to identify opinion and attitude markers – words and phrases used to show they are expressing their own and other people's opinions (e.g. It seems to me, To my mind). However, often opinion and attitude is not so obvious. Look at individual words and phrases, and at grammatical structures (such as if clauses, the question form in rhetorical questions, the imperative, the passive, etc), and ask yourself what they reveal about the views of the writer and what effect – however subtle – they have.*

- 3 What is suggested about grammatical structures?
  - A It is not possible for a writer to use them to express opinion.
  - B They are less effective than words and phrases at expressing opinion.
  - C Like words and phrases, they can be used to express opinion.

**How is it important in Advanced?**

*In Reading Part 5, you may be asked about the writer's opinion of and/or attitude towards something. In Part 6, the focus is on recognising, understanding and comparing the opinions and attitudes of the writers. In Part 7, attitude and opinion are part of the global meaning of the text, and that may help you put the removed paragraphs in the correct gaps. In Part 8, you may be asked to match the texts based on their attitudes and opinions.*

- 4 Specific questions about attitude and opinion do **not** appear in
  - A Part 6.
  - B Part 7.
  - C Part 8.



## Get started

Look at the photo and answer the questions.

- What have you found to be the most difficult aspects of learning English?
- Do you think learning a foreign language should be compulsory in schools?
- What age do you think people should begin learning a foreign language?
- How do you think native speakers begin to learn their mother tongue?



## Develop your vocabulary

1 Complete the table.

Noun	Verb	Adjective	Adverb
acquisition	(1) _____	acquired	—
attainment	attain	(2) _____	—
(3) _____	immerse	immersed immersive	—
reinforcement	(4) _____	reinforced	—
(5) _____	—	fluent	fluently
proficiency	—	(6) _____	proficiently

2 Match to make phrases.

- |                       |       |                            |
|-----------------------|-------|----------------------------|
| 1 to pick             | _____ | a to memory                |
| 2 to commit something | _____ | b between different sounds |
| 3 to respond          | _____ | c up a language            |
| 4 to discriminate     | _____ | d to stimuli               |

3 Choose the correct word.

## GOVERNMENT CRITICISED FOR POSITION ON FOREIGN LANGUAGES

*Following the government's proposals to make learning a foreign language compulsory from primary school, opposition MPs have been lining up to criticise the idea.*

The Minister of Education asserted yesterday that (1) **mastering** / **overcoming** a second language was a key skill required for finding work in the modern job market. She also stressed the importance of choosing the correct (2) **aim** / **target** languages, and nominated Chinese and Spanish as those which were among the most useful in the business world.

The opposition education spokesperson claimed that language acquisition in our classrooms and what students have to write for external examiners were two very different things. 'We often see cases where students are (3) **marked** / **put** down in exams because their teacher's focus was not compatible with the marking (4) **criteria** / **judgement** of examiners,' he

said. He also argued that teaching practices often fail to take into account the way modern languages are (5) **revolving** / **evolving**. Further criticism has focused on the idea that students cannot attain a high level of achievement without total immersion in the language, which can only be achieved by visiting the relevant country.



## Develop your reading skills: understanding attitude and opinion

1 Choose the word or phrase in each sentence which suggests the strongest expression of opinion.

- 1 I feel / am fairly confident / am utterly convinced that language learning is not suitable for all students.
- 2 I have my doubts about / deplore / would question the methods used in the language classroom.
- 3 To my mind, / I have little doubt that / I suspect that students benefit from having a native speaker as a teacher.
- 4 Needless to say, / In my humble opinion, / I suppose that there are many different approaches that can help with language acquisition.
- 5 My contention is / I have a feeling / It seems to me that some linguistics experts are missing the point.
- 6 It might be better to / I wonder whether we should / We ought to shift our focus away from accuracy and towards fluency.

2 Choose the correct word or phrase to complete each sentence.

- 1 It is not entirely necessary to visit the country in order to learn the language.

The underlined phrase suggests that visiting the country is **probably / probably not** a good idea.

- 2 For me, the benefits of learning a second language are questionable.

The use of this word suggests the writer **believes / doubts** that languages are useful.

- 3 If it was easy to learn a foreign language, everyone would do it.

The writer uses the *if* clause to **strengthen a statement / suggest the opposite**.

- 4 I wonder whether the time might be better spent learning vocational skills rather than languages.

The writer uses the *if* clause to **strengthen a statement / suggest the opposite**.

- 5 Mistakes were made in the administration department and, unfortunately, your application was not processed.

The writer uses the passive to **avoid blaming a person / deny any wrongdoing**.

- 6 The language school eventually agreed to compensate by returning all the student's tuition fees. Make of that what you will.

The writer uses this imperative phrase because he/she believes **the school was guilty of something / the school acted in the student's best interests**.

- 7 The aim is for all children to leave school with at least one foreign language. How realistic is this, however?

The writer uses a rhetorical question to **strengthen / cast doubt on** the stated aim.

- 8 We all share a similar ability to learn languages, and success or failure is merely a question of having the right learning environment.

The writer uses this word to suggest that the right learning environment is **the only factor / one of many factors** to consider.



## 3 Read the text and answer the questions.

In my years as an English teacher, I've often wondered how beneficial language learning actually is. I mean, be realistic: what percentage of students do you think go on to use the language in their professional lives? English is clearly the most useful of all foreign languages and it is also extraordinarily difficult to master thoroughly. Yet I have recently come to the conclusion that maybe the benefits of language learning extend beyond the obvious objectives. I believe that language learning, like all learning, gives the brain a workout. It's useful exercise, like going to the gym as opposed to playing a match. I now think that, even if the student is not going to use the language, the learning process itself is beneficial, so it's worth doing. As with learning music, languages give you another window on the world, another way of looking at things. So, rather than focusing on the other benefits, like the ability to understand song lyrics, to read an instruction manual or to chat online, I prefer to think of learning English as a way of exercising the brain and perhaps, just perhaps, opening some doors in the mind.



- 1 What does the writer question in the first sentence? \_\_\_\_\_
- 2 In the second sentence, the writer uses the imperative and a rhetorical question. What is the purpose of these two devices? \_\_\_\_\_
- 3 What has the writer recently started to think? \_\_\_\_\_
- 4 If learning English equates with doing a gym workout, what would the writer see as the equivalent to playing a match? \_\_\_\_\_
- 5 What do understanding song lyrics, reading an instruction manual and chatting online represent to the writer? \_\_\_\_\_
- 6 What is the writer's opinion of language learning as expressed in the last sentence? \_\_\_\_\_

## 4 Read a text with a different view to that expressed in exercise 3. List two points the writers disagree on. Find one point the writers agree on.

I think it is misguided to place so much emphasis on learning English as a foreign language. I would agree that languages are needed in the modern world, but surely Putonghua Chinese, or even Spanish would be more useful. The ability to understand written instructions or to engage in online communication in these languages would truly be an asset. Most people have absorbed enough English to communicate at a basic level and it would not take too much effort for them to brush up on these skills. I have to concede that researchers have a point when they say that learning a language has benefits beyond the practical, but the obvious should not be ignored either – we learn languages to be able to do business in them and to make money in the process. If it's not going to earn you a living, it's not worth doing.

### Disagree

- \_\_\_\_\_
- \_\_\_\_\_

### Agree

- \_\_\_\_\_



## 5 Choose the correct word or phrase.

- A** There is (1) **nothing / something** about learning a language at school that makes it more difficult even than learning a subject like history. With the (2) **former / latter**, the information is presented as facts and dates, which can be memorised through a process of rote learning. Language learning, by (3) **fact / contrast**, requires you to absorb far more information. If language learning was mainly about learning grammar, then we could say that the two subjects of study were comparable – history has a fixed number of facts, just as grammar has a fixed number of rules. (4) **However / Similarly**, with a language, there are many more complicating factors, such as choosing the correct word for the context, or employing an idiom in place of a more formal construction.
- B** Students of English are (5) **often / not** surprised to find that external examiners are actually quite forgiving of grammar mistakes in written work. So much emphasis is placed on learning grammar rules in the classroom that students are left with the belief that a grammatical mistake will be heavily penalised. This is often not the case, as the examiner will generally mark down a piece of work where the message is unclear. At a basic level, a student who writes 'He go' instead of 'He goes' may (6) **not / well** make a bad impression, but is unlikely to leave the examiner in any doubt as to the meaning. (7) **However / Similarly**, the wrong use of a tense may not make much difference. For example, 'I went to work' and 'I had gone to work' have a similar meaning. When the examiner is left in doubt or confused as to the student's intended meaning though, then more marks are likely to be lost. For instance, 'I had gone to work' is very different in meaning to 'I was going to work' and this could cause confusion.
- C** In an oral language exam, so many factors come into play that grammar only accounts for a fraction of the overall mark. Oral examiners listen for elements of pronunciation, stress and timing, (8) **as well as / much more than** correct and varied use of vocabulary. Grammar is assessed, but it is not weighted any more heavily than the other criteria, such as interaction. I feel that a student who dominates the conversation should be penalised (9) **in the same way as / more than** a student who says too little. Generally, though, lack of fluency is a greater disadvantage, since it may mean that not enough information is uttered for the examiner to assess the student at that level. This situation can arise if the student is too preoccupied with grammatical accuracy.

## 6 Read the texts from exercise 5 again choose the correct answers.

- Which opinion do writers A, B and C share?
  - Grammar is the most difficult aspect of learning a language.
  - Examiners and teachers sometimes fail to pick up grammar mistakes.
  - People sometimes mistakenly place too much importance on grammar.
- How does writer A feel about grammar?
  - It is what makes languages difficult.
  - It is not the only aspect students need to master.
  - It is more important than other aspects of the language.
- What is writer B's view of basic grammatical mistakes like 'He go'?
  - They should be penalised very heavily.
  - They are clearly wrong but may not be penalised as heavily as other mistakes.
  - They might go unnoticed if the rest of the student's writing is of a high standard.
- Which weakness does writer C think has the most negative effect on exam marks?
  - poor grammar
  - lack of fluency
  - inappropriate interaction
- In what way is writer C's opinion different from the opinions of writers A and B?
  - Writer C believes that grammar mistakes should be marked more leniently.
  - Writer C believes that good grammar helps interaction.
  - Writer C talks about spoken, rather than written communication.
- What point does writer B make that writers A and C do not?
  - Getting the message across is more important than accuracy.
  - Some grammar rules are not important.
  - Students can be confused by the more complex elements of the language.



## Exam focus:

# understanding attitude and opinion in Advanced

- 1 Look at the exam practice section on pages 28 and 29 and choose the correct answers.
  - 1 In Part 6 there are **any number of texts** / **always four texts**.
  - 2 Each text is **on a different topic** / **is linked thematically to the others**.
  - 3 There are **two types of question** / **many types of question**.
  - 4 You may have to identify which text **differs from the others** / **has the strongest opinion**.

- 2 Look at the exam practice section again. What do the four texts have in common?

- 3 Read the texts and decide if the statements are true (T) or false (F).

- A Greater spot-nosed monkeys have two distinct alarm sounds, which refer either to a threat on the ground, such as from a leopard, or a threat from the air, such as from an eagle. What interests researchers is that the monkeys sometimes combine the sounds to create a totally different message. It is one of the very few examples of anything approaching syntax to be found in the animal kingdom. If theories about language productivity among animals prove to be correct, it places their communication at a level of sophistication far higher than that which used to be assumed for humans. One of the earliest theorists, Skinner, argued that language acquisition was largely based on positive reinforcement, such as when a mother gives an infant what it wants after it has correctly uttered a word.

- B Noam Chomsky argued for a theory of universal grammar, said to be an innate ability to separate words into categories according to their function. In this way, a child simply has to learn new verbs or nouns, for example, because he or she already has the tools to combine them into phrases. Later researchers, however, claimed that this highly-specialised knowledge was unlikely to be something the child is born with. They argued that children learn more gradually, picking up on morphemes such as the plural or third person 's' at the end of the word, before they have a full grasp of the grammatical construction of the language. Repeated hearing of the structure, it is claimed, reinforces the pattern. While Chomsky's idea is enticing, it seems likely that the answer, when we do find it, will lie elsewhere.

- 1 According to writer A, most animals communicate by combining different sounds. \_\_\_\_\_
- 2 According to writer B, children simply need to learn new words for total language acquisition. \_\_\_\_\_
- 3 Writer B believes that Noam Chomsky was probably wrong in his theory of universal grammar. \_\_\_\_\_
- 4 Writer A argues that older theories of human communication are probably incorrect. \_\_\_\_\_

- 4 Write 'Part 5', 'Part 6', 'Part 7' or 'Part 8' to complete each sentence.

Understanding attitude and opinion is important in

- 1 \_\_\_\_\_ because it helps you understand what might be missing from the text.
- 2 \_\_\_\_\_ because the multiple-choice questions are sometimes related to this.
- 3 \_\_\_\_\_ because it helps in matching the right answers.
- 4 \_\_\_\_\_ because this is the main focus of the task.

### Skills tip

In *Advanced* Paper 1 Part 6, should you

- a focus almost entirely on understanding the writers' opinions?

Yes / No

- b quickly read all four texts before reading the questions?

Yes / No



*Exam practice:***Advanced Paper 1 Part 6**

You are going to read four short texts about language learning. For questions 1–4, choose from texts A–D. The texts may be chosen more than once.

## LEARNING LANGUAGES

*Four professionals comment on the complexities of language acquisition.*

**A** It has long been suspected that babies can respond to stimuli such as music while still in the womb. Now most experts agree that for the last ten weeks of pregnancy, unborn babies are listening to their mothers' voices and gathering vital information about speech patterns and other elements of language. If we accept this to be true, then we must accept that the mechanism for learning is in place at birth, although we should stress that the baby has an understanding of sound, rather than meaning. Key language clues that a newborn baby has picked up include recognition of the basic phonemes as well as a feeling for the rhythm and intonation of its native language – in other words, the more musical elements of the language. To my mind, it is only a matter of time before we find a 'short cut' for such experiences when aiming to perfect a second language.

**B** In constructing a vocabulary, most of the sounds produced are arbitrary. For example, there is nothing about the sound of the word 'book' that logically makes us think of a book – it is merely a learned association. Heavy borrowing from other languages, and a number of exceptions to many rules, have also contributed to making English seem unfathomable to some learners. One feature of language, called 'productivity', is the ability to combine morphemes in different ways to create unique messages which are easily understood by others. It is the job of the non-native speaker to adopt this mechanism and learn to discriminate between the various permutations. Productivity, once mastered, enables us to reach native-speaker fluency.

**C** I refuse to accept that the learner of English as a second language faces the same difficulties as learners of any other modern language. The student of English has to contend with complexities inherent in the language itself. The non-native speaker must first contend with illogical spelling, which is evidence of the fact that English is cobbled together from several other languages. Then there are the irregular verbs, the unique sounds, the idioms, the phrasal verbs and the use of sometimes antiquated language, all of which complicate the learning process for foreigners and make it hard to become fully proficient. For the native speaker, these are usually committed to memory at a young age. For the non-native, an entirely different approach is needed.

**D** Learning to speak like a native is often one of the more challenging aspects of becoming a proficient speaker of a foreign language, but my contention is that this approach is mistaken because it is not entirely necessary. For some, mastering the accent flawlessly is unattainable, so we need to examine whether time might be better spent trying to speak the language as unambiguously as possible, without the added burden of a fruitless pursuit of perfection. In order to develop a workable knowledge of the spoken form of the target language, a keen ear and plenty of listening practice are invaluable. The ideal would be total immersion in the target language to resemble as closely as possible the native speaker experience. In my opinion, we need to bear in mind that communication depends on mutual understanding, not on perfection.



### Which writer

is most likely to agree with writer A about the beginning of language acquisition?

1	
---	--

expresses a different view from the others on the importance of reaching native-speaker language proficiency?

2	
---	--

takes a similar view to writer C on the reasons why English is a hard language to learn?

3	
---	--

has a different opinion from the others regarding the link between learning a first and a second language?

4	
---	--

### Skills tip

In this part, it is vital to understand the attitudes and opinions of the four writers. Although their views may appear to be very similar, there will be differences which are focused on in the four questions. A good strategy is to skim the four texts for gist, before using the questions as a basis for scanning to find the answers. The opinions will not be given in the questions – only a reference to them. The actual opinions will be found in the texts. Remember that there are two types of question: one type asks you to find two similar (or opposing) opinions or attitudes in the four texts; the other asks you to find one of the four texts which expresses a different opinion or attitude to the other three.



# 4

## Understanding cohesion and coherence

### Extreme sports

UNIT AIMS

**Skill:** understanding cohesion and coherence

**Vocabulary:** free time topic vocabulary

**Exam practice:** Advanced Paper 1 Part 7

### Improve your reading skills: understanding cohesion and coherence

#### What is understanding cohesion and coherence?

If a text is coherent, it makes sense logically. If it's cohesive, different parts of the text (e.g. phrases, sentences and paragraphs) connect and link to each other successfully. These connections may be grammatical – articles and conjunctions, for example, can be used to connect ideas. Connections might be created through the use of synonyms to refer to the same concept. Adverbs and other discursive phrases and linking devices such as *On the contrary* and *What's more* might also be employed. Understanding cohesion and coherence is therefore recognising the logical flow of a text.

1 Which of these words is **not** a cohesive device?

- A therefore    B for example    C flow

#### Why is it important?

To fully understand a text, we need to understand how the different parts of the text connect with each other. Cohesive devices help the reader identify main points, examples, further points, reasons, etc. They also show us when different sentences and paragraphs are talking about the same thing, or when they're not. Understanding cohesion helps us understand coherence.

2 Without cohesive devices, it would be more difficult to

- A understand the logical argument of the writer.  
B identify with the examples the writer presents.  
C talk about our emotional responses to a text.

#### How do you understand cohesion and coherence?

To understand cohesion, you need to recognise and understand referencing (both backwards and forwards in a text) and the purpose of different cohesive devices. To understand coherence, consider the overall structure of a text (see Unit 10), the type of text and the way texts of that type are usually put together. You also need to consider what you already know about the topic and compare your expectations with the text.

3 Understanding coherence involves

- A completely ignoring your preconceptions.  
B taking your preconceptions into account.  
C accepting the writer's preconceptions.

#### How is it important in Advanced?

Understanding cohesion is an integral part of all reading, and therefore it is important throughout. In Parts 5, 6 and 8, understanding the way the text is organised helps you better understand the main ideas, examples and other details. In Part 7, cohesion and coherence are particularly important as they determine how the removed paragraphs are connected to the rest of the text.

4 Which phrase best sums up understanding cohesion and coherence?

- A appreciating good organisation  
B spotting logical connections  
C determining how much you understand



## Understanding cohesion and coherence

### Get started

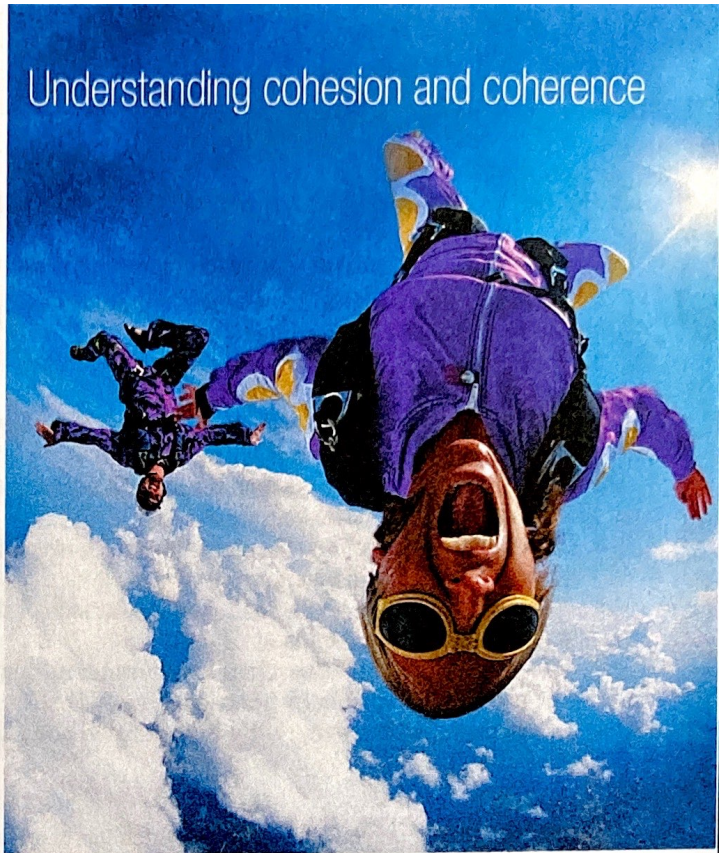
Look at the photo and answer the questions.

- How do you think these people are feeling?
- What makes people want to do extreme sports like these?
- Should people be allowed to risk their own lives if they so wish? Why? / Why not?

### Develop your vocabulary

- 1 Look at each pair of words and write 'S' for close synonyms or 'A' for antonyms.

1 daring	fearless	___
2 challenging	straightforward	___
3 daredevil	coward	___
4 exhilarating	tedious	___
5 notorious	infamous	___
6 guts	bravery	___
7 rush	buzz	___



- 2 Write a word or phrase from the box in each gap to complete the text.

BASE jumping ■ free ■ hang ■ inline ■ mountain ■ scuba ■ ski ■ whitewater

## EXTREME SPORTS

There seems to be no standard way of defining what an extreme sport is.

(1) \_\_\_\_\_ involves hurtling downwards with a parachute on your back, while with (2) \_\_\_\_\_ solo climbing you climb a rock face with no safety ropes. Many extreme sports such as (3) \_\_\_\_\_ jumping use the element of snow, whereas (4) \_\_\_\_\_ diving, (5) \_\_\_\_\_ rafting and others are based in and on the water. (6) \_\_\_\_\_ skating takes place in an urban environment, but for (7) \_\_\_\_\_ biking, participants head for the hills. Sports such as (8) \_\_\_\_\_-gliding require training and specialist equipment to get up into the air, whereas practitioners of parkour learn as they go along, with at best a good pair of trainers to help them make their gravity-defying leaps. One thing they all agree on, though – when you're doing one, you know it's an extreme sport.





## Develop your reading skills: understanding cohesion and coherence

### 1 Choose the correct word or phrase to complete each sentence.

- 1 **Despite / Regardless** the dangers commonly associated with extreme sports, rigorous safety guidelines tend to limit the risk.
- 2 Sports **that is / such as** high diving can arguably be labelled as extreme since they contain an element of thrill and risk.
- 3 Though dangerous, rugby is not considered an extreme sport, probably **owing to / resulting in** the fact that it is a team sport.
- 4 The rush of adrenaline is what attracts the participants, **as well as / in spite of** the feeling of achievement.
- 5 There is no finishing line for most extreme sports, **since / hence** the difficulty of judging winners and losers.
- 6 The mountain biker landed badly on the far side of the ditch, **leading to / contrary to** a number of broken bones.
- 7 She only agreed to take part in the whitewater rafting trip **on account of / in addition to** the pressure put on her by her friends.
- 8 There is one scuba diving activity he refused point blank to take part in, **namely / thus** cave diving.

### 2 Underline the phrase in each sentence which has a similar meaning to the word or phrase in bold.

- 1 Not everyone agrees that **mountaineering** was the first, but it is generally accepted that this extreme sport first became popular in the mid-19th century.
- 2 **Extreme sports**, otherwise known as adventure sports, have very little in common except the high level of danger.
- 3 **Surfing** is a good example of an extreme sport which has become a lifestyle rather than just an activity, since this sport has its own music, fashion and language.
- 4 **The injuries** caused by the constant falls associated with inline skating can be serious, and in many cases the damage is permanent.
- 5 Some experts point out that **adrenaline** is a drug like any other, meaning that extreme sport enthusiasts are addicts to the hormone.
- 6 Some claim that extreme sports do not require much money, but if you consider **skiing and ski jumping** as examples, activities that count themselves amongst the earliest of the extreme sports, the theory is immediately undermined.

### 3 Match to make sentences.

- |   |   |
|---|---|
| 1 The term 'extreme sport' was popularised by marketing companies promoting a new competition. Additionally, _____  | a they generally consider what they do as a way of life rather than just a hobby.                                       |
| 2 Injury and pain are often considered a rite of passage for extreme sports enthusiasts. Therefore, _____   | b they are considered extreme because one mistake is likely to be fatal.  |
| 3 According to many doctors, the feeling of well-being experienced by extreme sports enthusiasts does not derive from the bodily response to fear. On the contrary, _____ | c such expressions as 'aggro sports', 'action sports' and 'adventure sports' are variously used.                        |
| 4 Extreme sports enthusiasts often talk about their activity in very spiritual terms. What's more, _____  | d even life-threatening accidents do not put them off returning to their beloved activity.                              |
| 5 Extreme sports often have a bad name, leading parents to disapprove of them. Understandably, _____  | e it is due to increased levels of dopamine, endorphin and serotonin produced because of the intense physical activity. |
| 6 There are many extreme sports that are not associated with a high level of injury. Nevertheless, _____  | f this also means that schools rarely include them in their curriculum.   |



## Understanding cohesion and coherence

### 4 Decide what each word in bold refers to.

- 1 A purist definition of an extreme sport is one where a possible outcome of taking part in the activity could be death. However, since this would include sports such as football, baseball and golf, **it** is probably not sufficient.  
a definition  
b extreme sport  
c death
- 2 When **he** landed, he broke both ankles simultaneously. But when his friend brought him to hospital to be examined, the doctor said John was lucky to be alive.  
a John's friend  
b John  
c the doctor
- 3 As **they** got worse, many sky divers realised the conditions were too dangerous and cancelled their dives. Kelly and Ian did not, however, to their eternal regret.  
a many sky divers  
b the conditions  
c Kelly and Ian
- 4 A lack of experience, faulty equipment, extreme weather conditions. **These** are just some of the theories behind the disappearance of the two hang-gliders.  
a extreme weather conditions  
b the two hang-gliders  
c theories
- 5 One mountaineer claimed that inherent risk was nothing to do with **it**. Danger in climbing was solely the result of inexperienced participants going beyond their abilities.  
a inherent risk  
b danger in climbing  
c their abilities

### 5 Read the text and answer the questions.

There are many forms of climbing, which itself is one of the oldest extreme sports. Among the most challenging and potentially fatal has to be ice climbing. This involves the ascent of ice features with the use of ice axes and mountain boots equipped with crampons. Ice features could mean frozen waterfalls, cliffs and slopes covered in ice sheets or icefalls, a part of a glacier. The sport is considered especially dangerous owing to the comparative brittleness of ice in comparison to rock, the usual climbing medium, and the extreme physical exertion required to complete a climb. As a consequence, ice climbing is practised only by the most experienced of climbers and with specialist climbing equipment.



- 1 Which sentence gives the main idea?

---

- 2 Which sentence gives a result?

---

- 3 Which sentence gives examples?

---

- 4 Which sentence gives an explanation?

---

- 5 Which sentence gives a reason?

---



## Unit 4

### 6 Choose the correct sentence to complete each gap. There is one extra sentence.

The picture is extraordinary enough. A young woman with muscles like whipcords is poised on a cliff face, her face intent on her next move. (1) \_\_\_\_\_. If that hand slips, nothing is there to prevent her falling hundreds of feet to her death. This is free soloing, or free solo climbing, a sport for highly accomplished climbers who are purists – to a suicidal degree, according to some. (2) \_\_\_\_\_. Free soloing, in contrast, allows the participant no more than the clothes they wear and the bag of chalk that keeps their hands dry. (3) \_\_\_\_\_. Critics counter this argument by pointing to at least three fatalities from solo climbs in the past eight years, a pointless loss, they say, of great climbers.

- a Proponents praise the existential moment when a man or a woman, alone on a rock face, risks their very existence to conquer it.
- b A new form of free solo climbing is the ascent of urban structures such as skyscrapers.
- c Then you realise that no rope attaches this climber physically to the rock.
- d It is not to be confused with free climbing, which does not use artificial aids for ascent, while using safety ropes.

### 7 Quickly read each text and decide what text type it is.

#### a news report / article

Sometime before the First World War, French naval officer George Herbert found himself in Africa. He noticed that the Africans he saw were fantastically fit, yet they did no exercise as such. Instead, their lives were their exercise, and the very way they travelled through the landscape provided them with all they needed to keep in wonderful shape. On becoming the physical education tutor at a military college in Reims, Herbert took the opportunity to introduce a new kind of training he called the 'natural method'.

#### b autobiography / biography

In the late 1990s, a series of videos appeared on French TV, and soon went viral via the internet. They showed a group of people carrying out incredible feats of acrobatics to move through an urban environment. One of these people was David Belle. Belle had had a tough upbringing after being separated from his parents. Belle developed the practice of 'parkour', as it became known, after reading about his father's military training methods. It concentrated on finding the best way to move through a real environment, and mastering it.

#### c news report / fiction

A 21-year-old fan of the craze 'parkour' has died after an ill-fated jump off a bridge in China. Wang Zijian had actually called friends to the bridge to witness and film the attempt, but was knocked unconscious by his impact on the surface of the water and drowned. The horrified onlookers were unable to reach him in time to save him.

### 8 Match each concluding paragraph with a text from exercise 7.

- 1 He lives largely out of the media spotlight, though in 2012 he announced that he had become a father for the first time. \_\_\_\_\_
- 2 This type of total training in the efficient completion of obstacle courses is recognised today as the forerunner of parkour. \_\_\_\_\_
- 3 Parkour has swept the world, popularised by the internet and action films, but its disorganised and amateur nature has led to calls for its banning. \_\_\_\_\_



*Exam focus:*

# understanding cohesion and coherence in *Advanced*

- 1 Look at the exam practice section on pages 36 and 37 and tick the correct sentences.

A good way to approach this task might be:

- 1 to read through the main text once very slowly to understand everything about it. \_\_\_\_\_
- 2 to read through the main text quickly for gist. \_\_\_\_\_
- 3 to read the missing paragraphs before reading the main text. \_\_\_\_\_
- 4 to underline key referential words at the start of the missing paragraphs. \_\_\_\_\_
- 5 to work out which of the paragraphs doesn't fit anywhere before fitting the rest in. \_\_\_\_\_
- 6 to quickly read the complete text at the end to ensure it makes sense. \_\_\_\_\_

- 2 Read the paragraph and choose the first sentence of the following paragraph.

Free soloing is probably the most dangerous climbing activity on Earth, but is fortunately not practised by many climbers. Those that do it tend to be the best, while at the same time are huge adrenaline junkies. The risk, after all, is that one slip means death, so a climb with no harness, ropes or attachment does tend to get the blood pumping.

- a It was an accident like this one that led many national climbing associations to boot out members that they discovered were taking part in free soloing.
- b This might be what attracted Mark to the sport, since he had begun to grow weary of the predictability of conventional climbing.
- c It is the lack of equipment that appeals to the thousands of extreme sporting enthusiasts that try this activity every year.

- 3 Read the text from exercise 2 again and answer the questions.

- 1 Which option directly contradicts something said in the paragraph? \_\_\_\_\_
- 2 What was said that the option contradicted?  
\_\_\_\_\_
- 3 Which option talks about an incident that is not mentioned in the paragraph? \_\_\_\_\_
- 4 What incident? \_\_\_\_\_
- 5 What are two clues that show us which is the correct option?  
\_\_\_\_\_

## Skills tip

In *Advanced*  
Paper 1 Part 7,  
should you

- a look for cohesive devices in the missing paragraphs only? **Yes / No**
- b read the first and last sentences of each paragraph only? **Yes / No**

- 4 Decide if these statements are true (T) or false (F).

- 1 Understanding cohesion and coherence is only useful for Paper 1 Part 6. \_\_\_\_\_
- 2 Understanding cohesion and coherence is most useful for Paper 1 Part 6. \_\_\_\_\_
- 3 Understanding cohesion and coherence will help you with all the reading parts of Paper 1. \_\_\_\_\_



*Exam practice:***Advanced Paper 1 Part 7**

You are going to read an article about the co-inventor of tow-in surfing. Six paragraphs have been removed from the article. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

## THE WATERMAN

*The August 2000 issue of Surfer magazine featured a lone surfer carving his path down an impossibly massive wave. The caption simply stated: oh my god. The wave became known as 'the heaviest ever ridden'; the surfer already had his nickname. It was 'The Waterman', Laird Hamilton, and he had just taken surfing to a whole new level.*

**1** ☐

As a child, Laird took that journey in the opposite direction when his single mother brought him from San Francisco to Oahu, where she met and married surfer Bill Hamilton. He became stepfather and mentor to the young boy, who soon showed himself to be a talented and fearless surfer. Having left school at fifteen, he could have pursued a professional career, but chose not to.

**2** ☐

Which is not to say Laird Hamilton ever played it safe, because part of that philosophy has always been daring to do, pushing the envelope, forever surpassing what was impossible only yesterday. For Hamilton that could only lead in one direction – towards big-wave surfing, riding mountains of water over 20 feet high on big boards aptly named 'rhino chasers'.

**3** ☐

But that created its own limitations; although surfers could get up to the peaks, all they could do afterwards was hurtle down the face of the wave. The big boards just didn't have the manoeuvrability to do anything more. Exhilarating, certainly, but short in duration and a definite waste of all that wave. Not only that, but some waves were still too fast for even the strongest paddler.

**4** ☐

Tahiti's Teahupo'o is a favourite destination for big-wave surfers, with a break that regularly throws up 7- to 10-foot waves and often 21-foot ones. The water is blue and glassy, making it the perfect setting for some of the most beautiful surfing photography and film footage. On August 17th, 2000, Darrick Doerner, on a personal watercraft, towed Laird Hamilton on his short board out towards a larger-than-normal ocean swell.

**5** ☐

And in typical fashion, he didn't stop there, but went on to use this innovative technique to reach greater and greater heights. Hamilton regularly surfs 35-foot swells, reaching speeds of over 30 miles per hour. He has conquered waves up to 70 feet high, where his speed has been calculated at something around 50 miles per hour. He uses tow-in surfing to ride the giant waves at the notorious Jaws surf break at Pe'ahi reef.

**6** ☐

Laird's life has followed the complete opposite path. Though wealthy, he has never surfed for money. He has the talent to rank number one in the world, but uses his skills to take surfing to greater heights, and never promotes himself above the sport. He is a living legend, yet is still happiest in the water on that piece of wood called a surf board, searching for the impossible: the perfect wave.



- A** The problem for a surfer who wants to take things to that level is that the usual short boards used for surfing are incapable of reaching the speeds necessary to catch such waves. Big-wave surfers turned to the long boards used by the original Hawaiian surfers; heavy, 12-footers that a strong swimmer could make skim through the water.
- B** Back in 1987, a young Laird Hamilton had played the antagonist in the surfing film *North Shore*. His character, Lance Burkhart, is a top-ranked pro surfer who cares only about fame, winning and materialistic possessions, and is ready to do anything to stop the film's protagonist, Rick Kane, from winning the surf contest on Banzai Pipeline in Hawaii.
- C** Tow-in surfing was an elegant solution overcoming both problems. Surfers, on ordinary short boards, are towed by a personal watercraft out towards the waves. Once the wave forms, the rider of the watercraft tows surfers to the crest, where they drop the rope and surf on down the face of that previously unsurfable wave.
- D** Many consider surfing to be the original extreme sport; many surfers still consider it the only one. First observed by Europeans when Samuel Wallis visited Tahiti in 1767, it was by then an established part of Polynesian culture. Californians stationed in Hawaii during the Second World War saw it too, and brought surfing home on demobilisation.
- E** When many of the other top big-wave surfers saw the footage, many of them accused Hamilton of cheating. Purists often attacked him for innovations he brought to the sport, saying that surfing should be just about the board and the surfer. Hamilton's reply was simple: if they could find another way to get onto monster waves without motor power, he'd happily try it.
- F** In the film *Riding Giants*, Doerner talks about the moment. 'I towed him onto this wave. And it was at this point where I almost said "Don't let go of the rope," but when I looked back, he was gone.' Doerner, something of a daredevil himself, actually hesitated; Hamilton, not even for a moment.
- G** In 1981, top board-riders on the World Surfing Championship circuit made an excellent living from prize money and sponsorship deals. To some surfing purists however – Laird among them – competitive surfing was anathema. Surfing was individual against nature, surfer against wave or even surfer *with* wave – because surfing was a spiritual experience.

### Skills tip

In this part, an understanding of cohesion and coherence will help you to see how the missing paragraphs are connected to the main text. Quickly skim the main text and ask yourself what kind of text it is, noting how it begins and ends. For example, the text here is a biography, which starts with an important moment in Laird Hamilton's life, goes back to show how he reached that moment and then rounds off with a general conclusion about how that reflects on him as a person.



# 5

## Understanding purpose and function

### Rainforests

UNIT AIMS

**Skill:** understanding purpose and function

**Vocabulary:** environment topic vocabulary

**Exam practice:** *Advanced Paper 1 Part 5*

#### Improve your reading skills: understanding purpose and function

##### What is understanding purpose and function?

We generally talk about the purpose of a writer and the function of a text, but they are essentially the same concept. They're the reason for writing a text – the aim to be achieved. This might be to give news, to express opinion, to examine an issue, to inform, to analyse a situation, to make recommendations, to offer advice, to entertain, to persuade, etc, or a combination of some of the above.

**1** According to the paragraph, which of these has a function?

- A an advertisement in a magazine
- B an advertisement and the person who wrote it
- C the person who wrote the advertisement

##### Why is it important?

It is not about understanding the meaning of all the individual words. But understanding what the writer is trying to achieve, why the writer has used the language, style, register and structure that they have, and evaluating how successful the writer has been in terms of what they set out to achieve.

**2** Failure to understand purpose and function might lead to misunderstanding

- A the meaning of particular words and phrases.
- B when to evaluate the success of the text.
- C how the writer wants you to react to the text.

##### How do you understand purpose and function?

You need to be aware of the different purposes and functions and how writers attempt to achieve them. As you read, ask yourself: 'What is the writer's purpose (and/or the text's function), how is the writer trying to achieve this (bearing in mind the target reader, i.e. who the text is primarily aimed at) and has the writer been successful in achieving this aim?'

**3** Which of these is the most sophisticated analysis of purpose and function?

- A This advert hasn't persuaded me so it's failed in its function.
- B This advert hasn't persuaded me but maybe I misunderstood it.
- C This advert hasn't persuaded me but maybe I'm not the target reader.

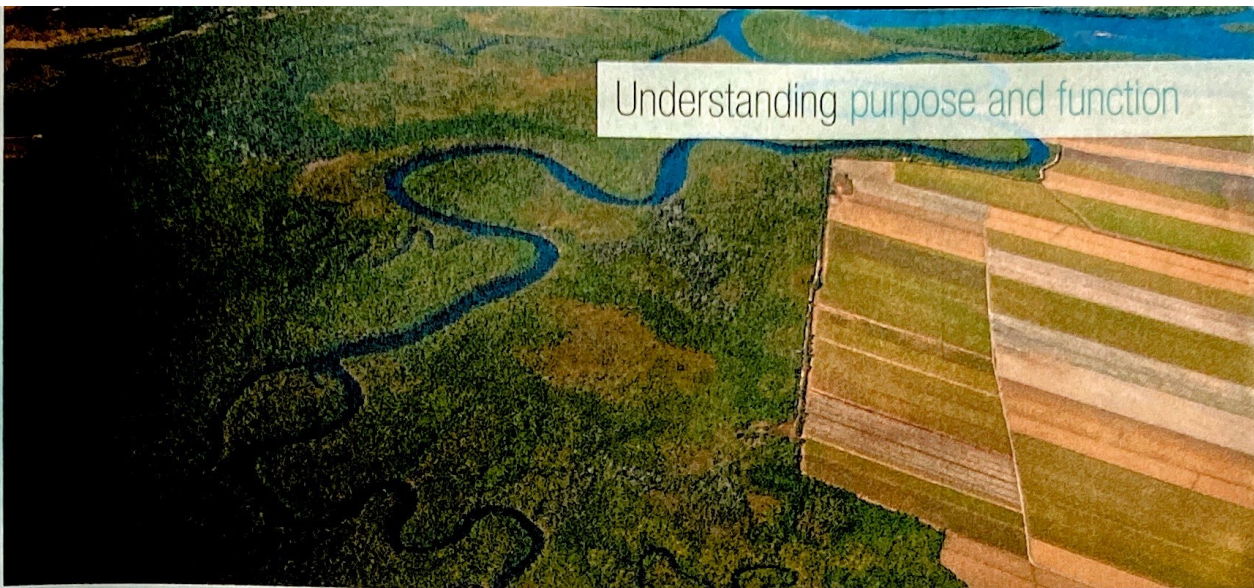
##### How is it important in *Advanced*?

It's most relevant to Part 5 where you may be asked explicit questions about the function of the text or who the target reader is (which is closely related to the purpose and function). Some parts of the matching task in Part 8 might also rely on this.

**4** Understanding purpose and function is less important in Part 7 because

- A the text in Paper 1 Part 7 rarely has one specific function.
- B it doesn't really help put the paragraphs in the correct places.
- C every paragraph (A–H) has its own particular function.





## Understanding purpose and function

### Get started

Look at the photo and answer the questions.

- Who should be responsible for protecting rainforests – conservation groups, governments or private citizens? Why?
- What more can be done to protect rainforests from illegal logging?
- Should those who cut down rainforests be charged with severe penalties, including jail time? Why? / Why not?

### Develop your vocabulary

1 Choose the correct word to complete each sentence.

- |  |   |
|--|---|
| <p>1 Astonishingly enough, the Sahara desert was once entirely covered with <b>timber</b> / <b>vegetation</b>.</p> <p>2 The <b>biodiversity</b> / <b>ecology</b> of the rainforest eco-system, including birds, insects, mammals and reptiles, makes it a unique area for scientific research.</p> <p>3 They were lost in the scorching <b>wilderness</b> / <b>wasteland</b> of the desert, with only a compass to guide them.</p> | <p>4 It is not only <b>conservatives</b> / <b>conservationists</b> who should be trying to protect the rainforests, but governments as well.</p> <p>5 A new <b>initiative</b> / <b>issue</b> sponsored by the Ministry of the Environment hopes to increase the number of native tree species being planted in the countryside.</p> <p>6 Many people enjoy travelling to rainforests in order to experience the <b>plush</b> / <b>lush</b> greenery and extraordinary wildlife.</p> |
|--|---|

2 Write a word or phrase from the box in each gap to complete the text.

altruistic ■ cash crops ■ exploiting ■ haphazard ■ logging ■ profiteering ■ slashing ■ swathe ■ unabated

The damage inflicted on the world's rainforests is indeed disturbing. In one report, a (1) \_\_\_\_\_ of land the size of a football pitch is cleared every four seconds, and if the destruction continues in this way (2) \_\_\_\_\_, the rainforests will disappear altogether by the end of this century. Surprisingly, only a small percentage of the damage is a result of (3) \_\_\_\_\_, whereby trees are cut down and sold to be used for furniture or other wood-based products. Most of the destruction is caused by (4) \_\_\_\_\_ landowners who make more money (5) \_\_\_\_\_ the land by growing (6) \_\_\_\_\_

such as soybeans and corn, than they do from implementing other sustainable forms of agriculture. This method means that acres of forestland are cleared with chains and tractors or as a result of (7) \_\_\_\_\_ and burning trees with no thought or planning for the future regeneration of the forest. Luckily, there are both individuals and organisations who are not willing to stand by and let this (8) \_\_\_\_\_ forest destruction continue. Their (9) \_\_\_\_\_ efforts in donating time, money and resources are our only hope of saving the rainforests.



## Develop your reading skills: understanding purpose and function

### 1 Match each text type with a function.

- |                       |     |  |
|-----------------------|-----|--|
| 1 letter of complaint | ___ | a to give an assessment of a piece of creative work                    |
| 2 news story          | ___ | b to suggest ideas and make recommendations, e.g. to an employer       |
| 3 essay               | ___ | c to give information about an event or situation, e.g. to an employer |
| 4 proposal            | ___ | d to present two sides of an issue and argue for one of them           |
| 5 report              | ___ | e to inform someone of a problem and request action                    |
| 6 review              | ___ | f to inform the general public about a recent event                    |

### 2 Match each text with a function from the box.

a to examine an issue ■ b to make recommendations ■ c to entertain ■ d to express an opinion ■ e to give news

- |   |   |
|---|---|
| <p>1 ___<br/>One effective way for governments to protect their rainforests is to make it a criminal offence to cut down trees in protected areas. With this aim in view, government officials should set up a task force to tackle this issue specifically.</p>        | <p>4 ___<br/>Simply put, the world's rainforests provide that vital ingredient for life oxygen. It is a terrible tragedy that more is not being done to protect them. In fact, one could argue that not doing so is a crime against humanity.</p>   |
| <p>2 ___<br/>Deep inside the jungle, we found ourselves surrounded by a thick cover of lush vegetation that stretched to the sky, and all one could hear were the peaceful sounds of birds, insects and other tree creatures. It was a truly remarkable experience.</p> | <p>5 ___<br/>On the one hand, the citizens of a country need land in order to build homes and workplaces. However, because the existence of the rainforest is crucial to the entire planet's survival, it is essential that we find a balance between this practical use of the land and other long-term environmental goals.</p> |
| <p>3 ___<br/>Land inspectors recently began using sophisticated satellite imagery to track the spread of illegal tree logging in the rainforests. Inspectors say they are now able to locate destroyed areas much faster than with ground teams.</p>                    |   |

### 3 Read the texts in exercise 2 again. Underline the information which gave you the answers.

### 4 Tick the functions that apply to the text.

Many of the world's nature reserves exist because a successful entrepreneur-turned-philanthropist acquired a piece of land and invested a huge sum of money in transforming it into a reserve. The same often applies to the world's rainforests. While buying up rainforests has worked in the past, as it prohibits farmers from illegally exploiting at least a portion of the land, it begs the question of whether or not this is the best way for these land buyers to spend their money. For instance, the funds used to purchase a huge swathe of forestland could instead be used to help conservation charities pressure governments to enforce land protection laws. That would in turn change a culture of exploiting land for farming instead of preserving forests. Clearly, such a policy would be more effective than just haphazardly buying up areas of land.

- |                           |     |
|---------------------------|-----|
| 1 to evaluate             | ___ |
| 2 to give recommendations | ___ |
| 3 to persuade             | ___ |
| 4 to analyse an issue     | ___ |
| 5 to provide examples     | ___ |
| 6 to elaborate on an idea | ___ |
| 7 to express an opinion   | ___ |
| 8 to entertain            | ___ |
| 9 to offer advice         | ___ |
| 10 to give news           | ___ |



## Understanding purpose and function

5 Read the text in exercise 4 again. Underline the information which gave you the answers.

6 Read the text and match each paragraph with its general function.

to inform ■ to persuade ■ to provide examples ■ to share a view

1

Sadly, saving endangered rainforests is an uphill battle that requires a huge effort to win. <sup>a</sup> As someone who cares deeply about the issue, I feel great sadness in learning about the haphazard destruction that is being wreaked on these areas by people whose only motive is profit. As individuals, we can only do so much to affect the process, which is why I believe larger bodies and organisations must do their bit to help.

2

Recently, one of Britain's largest retailers, Tesco\*, announced that it would join forces with the Royal Society for the Protection of Birds in order to increase awareness about the plight of the world's tropical rainforests and raise funds to help save them. <sup>b</sup> The new initiative is called *Together for Trees*, and it comes as welcome news to those – myself included – who believe that it's about time big businesses contributed to the fight against rainforest destruction.

3

The campaign will allow shoppers at Tesco to donate money directly to the cause, which will go towards saving rainforests in Indonesia, West Africa and the Caribbean. <sup>c</sup> Not focused on rainforest conservation alone however, the initiative will also serve to protect wildlife living in the rainforests as well as the communities who depend on the rainforest for their way of life and their very survival.

4

With any luck, this collaboration will not only save a precious piece of our planet, but it will also spur other companies on to team up with protection agencies. <sup>d</sup> I believe that most shoppers wish they could do more to help. It's high time we used our consumer power to make a change for the better in the world. If we as individuals are truly determined to make a difference then we need to put pressure on other companies to follow Tesco's lead and join the battle to save our planet's rainforests.



7 Read the text in exercise 6 again and choose the correct answers.

- 1 What is the overall function of the text?  
a to assess a situation                      b to present an initiative
- 2 What is the function of sentence a in paragraph 1?  
a to personalise the issue                  b to present an impartial view
- 3 Sentence b in paragraph 2 has two functions, one of which is to  
a give examples.                              b inform.
- 4 What is the second function of sentence b?  
a to give a recommendation              b to express an opinion
- 5 Why did the writer include sentence c in paragraph 3?  
a to expand on an idea                      b to introduce a new idea
- 6 Who are the intended target readers of sentence d in paragraph 4?  
a companies                                      b consumers



## Unit 5

### 8 Read the texts and answer the questions.

- a Australia's Daintree Rainforest contains some of the oldest plant species known to man, many of which date back millions of years. Some examples are several species of fern with direct links to their ancient families, conifer trees such as the brown pine and the southern yew and varieties of palm trees such as the zamia palm. In addition, the rainforest is home to 30% of frogs, reptile and marsupial species and 65% of butterfly species found on the continent, all contained in what accounts for just 0.2% of Australia's landmass.
- b We've been bombarded by stories of rainforest destruction for years, and unfortunately many people have become too accustomed to hearing about it. The result is that many people feel that the effort to save them is hopeless and that it's best to ignore the issue. To publish more negative news about the problem would only make matters worse. That's why it's so important that more people learn about the success of Samboja Lestari. Located in Borneo, this once burnt and deforested land is now home to a newly created rainforest, the result of efforts made by conservationists.
- c I recently read that officials in Brazil and Peru are fighting to ban the internet retailer Amazon.com™ from elevating its domain name to 'amazon'. Their reasoning is that a place as important as the Amazon shouldn't be used by a company to promote its products. It left me scratching my head a bit because it seems like a pointless debate. I would suggest they focus their attention on the plight of the rainforests and to doing more to protect them, rather than waste energy fighting an online retailer.
- d To create a new rainforest from land that had been previously stripped of all its trees is a tremendous feat. But are we sure this will send the right message to those who continue to exploit land for profit? The idea that a rainforest can be cut down and later regenerated may actually encourage more farmers to engage in haphazard slashing and burning techniques if they think their actions will have no long-term impact on the land. Naturally, I would not want to stop any individuals or groups from re-growing a rainforest, but those efforts must be matched by an effective campaign to stop existing forests from being destroyed.

Which text

- |   |                                      |
|---|--------------------------------------|
| 1 offers both encouragement and reservations? —     | 6 is completely impartial? —         |
| 2 aims to publicise an initiative? —                | 7 argues both sides of an issue? —   |
| 3 aims to offer a more positive view of an issue? — | 8 makes a personal recommendation? — |
| 4 attempts to persuade readers? —                   | 9 has only one function? —           |
| 5 contains nothing but facts? —                     | 10 criticises government actions? —  |

### 9 Write 'I' if the sentence is an introductory one and 'C' if the sentence is a concluding one. Then decide which text from exercise 8 it belongs to.

- |   |  |
|---|--|
| 1 — Although there are many dark clouds surrounding the issue of the world's rainforests, an occasional glimmer of sunlight shines through. Text: —   | 5 — I'll end by saying there are some issues worth fighting for, and there are some that should be laid to rest. Text: —                         |
| 2 — The biodiversity of the rainforest suggests that it is capable of sustaining life better than any other region on the planet. Text: —             | 6 — Simply put, we cannot ignore the fact that future losses of rainforests would be considered a failure of conservationists' policies. Text: — |
| 3 — If you've read the recent reports about the continuing destruction of rainforests, you've probably come across some startling statistics. Text: — | 7 — The world's rainforests contain a high density and variety of plant and animal species, seen in the following examples. Text: —              |
| 4 — I would like to discuss the merits of recreating a rainforest from barren land. Text: —   | 8 — I thought it worth sharing with you a piece of peculiar information I stumbled upon. Text: —   |



## Exam focus:

# understanding purpose and function in Advanced

- 1** Look at the exam practice section on pages 44 and 45 and decide if these statements are true (T) or false (F).

- 1 The text is about environmental protection. \_\_\_\_\_
- 2 The 'rainforest killers' are a special task force in Brazil. \_\_\_\_\_
- 3 The beginning of the first paragraph is about climate change. \_\_\_\_\_
- 4 The text focuses on the struggle between man and nature. \_\_\_\_\_

### Skills tip

In *Advanced* Paper 1 Part 5, should you

- a** skim the text to look for answers to questions? **Yes / No**
- b** use your general knowledge to answer a question? **Yes / No**

- 2** Look at the exam practice section again and answer the questions.

- 1 Which two questions relate to the writer's purpose?
- 2 Which words show that those questions are about the writer's purpose?
- 3 Which question about the writer's purpose relates to examining an issue? How do you know?
- 4 Which question about the writer's purpose relates to giving information? How do you know?
- 5 What is the writer's overall purpose in writing this text?

- 3** Match each text with two functions. There are two extra functions which you do not need to use.

1 \_\_\_\_\_

While a rainforest holiday can be a fulfilling experience, some conservationists question the advisability of building a resort, whether it be eco-friendly or not, near a protected area of environmental interest. As a matter of fact, some would argue that there is not a single benefit other than for hotel companies to make a profit by exploiting nature. The companies may argue that they are giving people an opportunity to experience a unique slice of planet Earth, one that will highlight the importance of protecting it. But herein lies the dilemma, as a piece of nature is inevitably and permanently altered so that such an 'eco-friendly' resort can exist.

2 \_\_\_\_\_

I'm been trekking through rainforests for most of my professional career as a conservationist, tracking down the rarest and most beautiful of creatures and mapping out hundreds of acres of land. I've seen the devastating effects that mankind has caused in the pursuit of profits. What's most jarring to me is to be walking through a dense, lush wilderness full of animal noises and filtered sunlight and to find that it suddenly comes to an abrupt end as if someone had drawn a straight line and erased everything beyond that line. I know that I'm powerless to put a stop to the damage, at least any time soon, but I have never given up my struggle to keep my side of the line from being erased as well.

- |                       |                                |                                 |
|-----------------------|--------------------------------|---------------------------------|
| <b>a</b> to persuade  | <b>c</b> to express an opinion | <b>e</b> to entertain           |
| <b>b</b> to give news | <b>d</b> to examine an issue   | <b>f</b> to analyse a situation |

- 4** Read the texts from exercise 3 again and answer the questions.

- 1 In Text 1, why does the writer mention what companies believe?
- 2 What words does the writer in Text 2 use to show his feelings?
- 3 Which extract has a less formal register? Explain your answer.



*Exam practice:***Advanced Paper 1 Part 5**

You are going to read a magazine article. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

## BATTLING THE *rainforest killers*

*Brazil's special task force aims at saving rainforests.*

Climate specialists believe that mankind's demise is certain should the Amazon rainforest cease to exist. Its vegetation simultaneously provides life-giving oxygen and absorbs polluting carbon dioxide, and as such, the rainforests are often alluded to as the Earth's 'lungs'. Common sense tells us that we wouldn't deliberately uproot something so vital to our survival, and yet it is a perpetual challenge to stop Brazilian farmers from doing exactly that. To them, the rainforests stand in the way of profits. With woodland destruction continuing unabated for decades, it seemed that the fate of the rainforests was sealed, but in the past few years a new hope has arisen.

In Brazil, that hope takes the form of an environmental protection agency known as IBAMA. The agency employs a team that is responsible for surveying an area of land half the size of the United States. These 'rainforest police' use a combination of equipment and technology to monitor deforestation and actually arrive at the scene while the illegal clearing of trees is still in progress. The operation has been instrumental in slowing the pace of slashing and burning down forests by 80% in the past decade. However, the agency still continues to play cat and mouse with the farmers, as the farmers learn new ways to evade the IBAMA's patrols.

It's money that drives the farmers to continue to commit their environmental crimes, despite the ever-increasing chance of being caught. The prices of cash crops have risen steadily over the years, due to droughts and food shortages in other areas of the world. Farmers have become more familiar with the techniques that IBAMA uses to track them. They know that the satellite imagery is only sophisticated enough to identify large swathes of deforested land. A smaller area will go undetected, so the farmers adapt – they reduce the size of the areas they are clearing and create smaller farms. The police are aware of the farmers' ruses and are working on refining their imaging technology to detect even smaller areas.

The organisation's endeavours are not only daunting in their scope, but extremely dangerous too. It's not misleading to refer to the agency's officials as 'policemen', even if not in the conventional sense of the word. Not only are they equipped with space technology, GPS devices and high-tech computers, but they've got guns strapped to their belts as well. When they visit a site to investigate illegal activities, they sometimes come face to face with the guilty parties, and with so much at stake, anything can happen. The farmers, who are also landowners, don't like limitations being imposed on them concerning what they do with their property. Therefore, just as Brazil's government is fighting to protect the environment, the profiteering landowners are fighting back to save their profits. Members of the environmental police have lost their lives, as have activists working to protect the rainforests against activities such as illegal logging and unlawful land claims.

The efforts of the environmental police have certainly been impressive in halting the ongoing destruction of Brazil's rainforests, but there is a wider debate in progress. While the behaviour of the farmers is by no means altruistic, their farms do provide food. Hunger and starvation are serious problems we face on our planet today, so the choice is – do we protect the forests in order to save the world's climate or do we expand areas of farmland in order to feed the world's population? This region of Brazil is one of the most fertile areas for growing many different crops, but without oxygen, without a liveable atmosphere or temperate climate, there will be no one alive to consume the region's produce anyway. One thing that's not up for debate, though, is that the solution to this dilemma should not be achieved through the use of violence. As such, Brazil's environmental protection agency will continue to do battle with the rainforest killers through peaceful means.



- 1 The writer suggests that Brazilian farmers
  - A want nothing more than to destroy the rainforests.
  - B are not concerned about the consequences of their actions.
  - C would like to maximise the rainforest's productivity.
  - D are challenging today's views about the environment.
- 2 What does the phrase 'play cat and mouse' refer to in line 23?
  - A the farmers' methods of farming
  - B the damage done to wildlife
  - C the actions of farmers and police
  - D the tactics of the police
- 3 IBAMA's satellite imaging technology
  - A is completely successful in preventing illegal logging.
  - B can detect the greater part of farmer's illegal activities.
  - C is being adapted in order to meet farmers' changing tactics.
  - D is capable of identifying both large and small areas of cleared land.
- 4 The reason the writer informs us that the task force carries weapons is
  - A to convey the level of seriousness in the task force's activities.
  - B to describe the sophistication in the task force's equipment.
  - C to say how the task force uses unlawful means to protect forests.
  - D to show how traditional methods are still the best methods.
- 5 The writer discusses the rights of landowners to show that
  - A the landowners' actions are completely justifiable.
  - B the issue has complications that are worth considering.
  - C the struggle to protect their rights must continue.
  - D the police don't show consideration for landowners' rights.
- 6 The aim of the debate the writer discusses towards the end of the text is
  - A how far governments can go to protect the environment.
  - B if the damage done to the rainforest truly affects mankind.
  - C whether methods used to protect rainforests should be violent.
  - D what choices mankind must make in how land is used.

### Skills tip

Always read the text quickly for gist before looking at the questions. This will mean that as you work your way through the questions you should have at least an approximate idea of where in the text the answer is located. Read the first line of the question carefully, then go back to the text and reread that section very carefully. When you think you have pinpointed the answer, read the answer choices and choose the one which is closest in meaning.



# 6

## Reading for specific information

### Additives

UNIT AIMS

**Skill:** reading for specific information

**Vocabulary:** food and drink topic vocabulary

**Exam practice:** Advanced Paper 1 Part 8

### Improve your reading skills: reading for specific information

#### What is reading for specific information?

*Reading for specific information involves understanding what information, or what kind of information, you're looking for; locating it and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text.*

- 1 What conclusion can be drawn from the final sentence of the paragraph?
  - A You might need to determine that the text is factually incorrect.
  - B You might have to determine that the text lacks certain information.
  - C You might not be able to determine whether the information is there.

#### Why is reading for specific information important?

*In real life, we often only read parts of texts (the parts that provide the information we're interested in). For example, if you want to know what's on TV tonight, you won't look at the programmes listed in the TV listings for earlier in the day. In reading tasks in English exams, time pressure forces candidates to find information quickly so doing this helps in both real-life and exam situations.*

- 2 What is suggested about reading tasks in exams?
  - A The exam rules determine which skills you need to use.
  - B They require skills not used in normal everyday life.
  - C They usually give you plenty of time to achieve the task.

#### How do you read for specific information?

*After identifying the information you need, it's helpful to determine which part of the text it is in. Headings can help with this, as can reading for gist. The main reading skill employed is scanning. This involves moving very quickly over the text, ignoring unknown vocabulary and focusing solely on key words, phrases and ideas. Scanning should enable you to find the specific information. Then read that part more carefully to get a full understanding.*

- 3 Reading for gist can be helpful in
  - A locating a specific word or phrase.
  - B working out unknown vocabulary.
  - C finding the general location of an idea.

#### How is reading for specific information important in Advanced?

*It's particularly important in Parts 5, 6 and 8. In Part 5, you need to find the answers to multiple-choice questions. This will almost certainly involve scanning the text and reading the relevant part closely to find the required information. In Part 6, the specific information relates to the writers' opinions and attitudes. In Part 8, you won't have enough time to read the whole text slowly to find each answer so you need to scan to find specific information and then read it carefully for detail.*

- 4 What is suggested by the information about Part 6?
  - A Specific information is always factual and objective in nature.
  - B Specific information is rarely factual and objective in nature.
  - C Specific information does not have to be factual and objective in nature.





## Get started

Look at the photo and answer the questions.

- Which kind of farm do you think the picture shows?
- Which of these substances are permissible for use on organic crops?  
manmade chemicals / natural fertilisers / pesticides
- Do you ever eat organic food? Why? / Why not?

## Develop your vocabulary

1 Write a word or phrase from the box in each gap to complete the sentences.

domestic fowl ■ growth hormones ■ processed ■ rancid ■ sweet tooth

- 1 This book of easy-to-follow dessert recipes is an ideal present for anyone with a \_\_\_\_\_.
- 2 This butter smells \_\_\_\_\_ – throw it away!
- 3 It's difficult to find out exactly which ingredients are used to make \_\_\_\_\_ foods.
- 4 Some farmers inject their animals with \_\_\_\_\_ to make them bigger and heavier.
- 5 The use of \_\_\_\_\_ such as chickens and geese for their meat and eggs dates back to ancient times.

2 Match each verb with a phrase to make expressions.

- 1 stir \_\_\_\_\_
  - 2 get \_\_\_\_\_
  - 3 tingle \_\_\_\_\_
  - 4 upset \_\_\_\_\_
  - 5 whip up \_\_\_\_\_
- a hot and bothered  
b the apple cart  
c a quick meal  
d the imagination  
e your taste buds

3 Read the paragraph and circle the correct words.

Industrial farming methods are commonplace, but the philosophy of organic farming could be about to change the way many of us eat. Consumers have (1) **dangerous** / **grave** concerns about eating fruit and vegetables that have been grown with the use of pesticides and chemical (2) **fertilisers** / **additives**. The use of chemicals might make the crops immune to (3) **epidemics** / **infestations**, but consumers have started to worry about the (4) **adverse** / **modified** effects that such farming techniques might have. Organic farming could offer a solution to this problem. Farmers are able to cultivate (5) **abundant** / **plenty** crops using natural fertilisers. The same is true for farms involved in the meat and (6) **dairy** / **milk product** industries. Farmers can use organic feed for their (7) **livestock** / **meat** instead of giving them harmful processed foods. Organic farming might also avoid some of the (8) **hygiene** / **well-being** issues that are connected to industrial farming, as well as giving people better quality meat to choose from.



## Unit 6

### Develop your reading skills: reading for specific information

1 Underline the word or phrase in each sentence which can be replaced by the word in bold.

- 1 There are a number of adverse effects which are caused by consuming certain food additives.
- 2 Additives are components used in the preparation of processed foods.
- 3 Mounting costs were resulting in an unprofitable crop.
- 4 There are potential risks involved in using GM technology in food.
- 5 The government approved the use of genetically-modified crops in food production.
- 6 GM foods have only been on the market since 1994.

consequences  
ingredients  
rising  
dangers  
enhanced  
available

2 Match each phrase with a headline.

- |                              |   |  |
|------------------------------|---|--|
| 1 food with altered DNA      | — | a Diner hospitalised with food poisoning                       |
| 2 healthy dining             | — | b Sushi world record broken on Japanese holiday                |
| 3 cooking instructions       | — | c Chef posts his top ten recipes online                        |
| 4 a type of food additive    | — | d Toxic sugar substitute contained in over 9,000 food products |
| 5 a national dish            | — | e New chain of organic restaurants opens                       |
| 6 a meal that caused illness | — | f Genetically-modified foods to be sold in supermarkets        |

3 Read the headlines in exercise 2 again. Underline between one and three words in each headline which gave you the answers.

4 Match the underlined words and phrases in the text with the headings.



### 20 Minutes?

Last year, when I was reviewing Andrew Wong's *20-Minute Meals*, I failed at every attempt to produce the meals in the allotted time. Wong's follow-up, *100 More 20-Minute Meals*, suffers from the same unrealistic objective. The celebrity chef might be able to whip up these meals in that time himself, but everyone else should allow themselves at least double that. The quickest time I managed was 38 minutes for the 'black bean curry.' I can assure you, however, that once you allow yourself some extra time, you can avoid getting hot and bothered and really start

to enjoy your cooking. The original '20-Minute' book went on to become my most used cookbook. Every one of Wong's dishes stirs your imagination and tingles your taste buds. The delicious flavours, easy-to-follow recipes and stunning photography are all neatly packaged in both of these books. I love Wong's abundant use of herbs and spices, but I'm less keen on the unusual ingredients which take much longer to source than they do to sauté. *100 More 20-Minute Meals* provides you with a fascinating range of recipes, including plenty for vegetarians and those with a sweet tooth.

- |                |   |                    |   |
|----------------|---|--------------------|---|
| 1 Time period: | — | 4 Ingredients:     | — |
| 2 Book title:  | — | 5 Person/People:   | — |
| 3 Dish:        | — | 6 Household chore: | — |



## Reading for specific information

5 Read the text in exercise 4 again. Write a word or phrase from the text in each gap to complete each sentence.

- 1 I didn't succeed in my \_\_\_\_\_ at making the meal quickly.
- 2 *100 More 20-Minute Meals* is Wong's \_\_\_\_\_ book to *20-Minute Meals*.
- 3 Wong can possibly \_\_\_\_\_ his meals in the 20-minute time limit.
- 4 I enjoyed the cooking once I gave myself time not to get \_\_\_\_\_.
- 5 The meals are so creative that they really \_\_\_\_\_ your taste buds.
- 6 Both books have \_\_\_\_\_ recipes that almost anyone could use.
- 7 It could take a while to find the rare \_\_\_\_\_ Wong uses in his books.
- 8 People who don't eat meat or who have a \_\_\_\_\_ will find plenty in this cookbook.

6 Scan the article as quickly as you can and tick the information that is mentioned. Do not read it carefully word by word.

With fast food chains becoming more popular and people's attempts to make meals more quickly and cheaply, livestock is now raised differently than it was in days gone by. Many domestic animals will never breathe fresh air outside nor eat off the land. Chickens that live indoors their entire lives are fed grains which include antibiotics to help them grow faster until they are deemed large enough to butcher.

Cattle farms are not what they used to be either. Cows usually start life in fields before they are sold to the meat production industry. Huge factory-like structures can house thousands of these large animals, but this can have huge implications for food safety because such cattle live in their own manure. The cattle are given growth hormones in their ears to help them grow faster. Once they are sufficiently fattened up, they are sent to slaughterhouses, where they are processed into cuts of meat and what's left is sent to the grinder. After that, the processed meat is made into burger patties and shipped to fast food restaurants for everyone to enjoy.



- 1 the first fast food restaurant \_\_\_\_\_
- 2 animals kept for profit \_\_\_\_\_
- 3 a domestic fowl \_\_\_\_\_
- 4 feeding methods \_\_\_\_\_
- 5 a building to house animals \_\_\_\_\_
- 6 a hygiene issue \_\_\_\_\_
- 7 a health problem related to the ears \_\_\_\_\_
- 8 a machine that minces meat \_\_\_\_\_

7 Read the text in exercise 6 again. Find words or phrases in the text that match these underlined words and phrases.

- 1 According to the writer, animals are not raised as they were in the past ... \_\_\_\_\_
- 2 To make them ready for slaughtering, some domestic fowl are ... \_\_\_\_\_
- 3 The writer is concerned about the buildings cattle are kept in because they ... \_\_\_\_\_



## Unit 6

8 Read the text in exercise 6 again and choose the correct answers.

- 1 According to the writer, animals are not raised as they were in the past
  - A because they are now domesticated.
  - B due to the demands of certain restaurants.
  - C as a result of people's growing disapproval of fast food outlets.
  - D because people can cook more quickly these days.
- 2 To make them ready for slaughtering, some domestic fowl are
  - A given enhanced foods.
  - B tested for bacterial infections.
  - C provided with fresh air.
  - D deprived of medication they need.
- 3 The writer is concerned about the buildings cattle are kept in because they
  - A are too spacious.
  - B make meat production faster.
  - C do not have good safety measures for workers.
  - D could cause hygiene issues.

9 Match each article with a title. There is one extra title which you do not need to use.

a *Tighter rules for GM crops*

b *Fears over GM foods*

c *Potential benefits of GM technology*

1 —

**WE** now have the ability to add specific qualities to our food through science. However, the use of genetically-modified foods has upset the apple cart. Many people are reluctant to alter the natural properties of our food, but that's just what humans have been doing since time immemorial. Our ability to cook the meat of the animals we hunted allowed us to grow stronger and helped our brains to develop. Genetically-modified foods or crops can enhance taste and quality, increase nutrients or improve a crop's resistance to pests or disease. GM foods can even be used to help conserve natural resources, for example by requiring less water or energy to grow. The question is, why are so many people against the use of GM technology in food?

2 —

**GM** foods hold great promise in providing solutions to help feed the growing population of the world, but there are also potential risks. What effects will GM technologies have on the environment, biodiversity and the way our eco-systems work? If we grow crops that are immune to infestations, what will happen to the insects that can no longer feed on them? There are very grave concerns about the impact this could have on other species further up the food chain. When GM crops are grown in a field, can farmers guarantee that the genes from the modified organisms won't get mixed with natural plants in neighbouring fields? The more GM crop production expands, the more urgent becomes the need to find answers to these questions.

10 Read the texts in exercise 9 again and decide if these ideas are stated (S) or not stated (N).

- 1 People have always changed some attributes of food. \_\_\_\_\_
- 2 Using GM technology on crops will make insects immune to pesticides. \_\_\_\_\_
- 3 Using GM ingredients can make food have better flavour. \_\_\_\_\_
- 4 GM crops can potentially combine with unaltered crops. \_\_\_\_\_
- 5 Altering the genes of crops can affect various organisms in the same ecosystem. \_\_\_\_\_
- 6 Mankind's evolutionary progress was enhanced by eating raw meat. \_\_\_\_\_

11 Read the texts in exercise 9 again. Underline the information which gave you the answers to exercise 10.



## Exam focus:

## reading for specific information in *Advanced*

- 1 Look at the exam practice section on pages 52 and 53 and find words in the questions that have a similar meaning to these words and phrases.

- |                                |                   |
|--------------------------------|-------------------|
| 1 artificial _____             | 4 period _____    |
| 2 health and cleanliness _____ | 5 carefully _____ |
| 3 widespread _____             |                   |

- 2 Quickly read the reviews and find words or phrases that have a similar meaning to these phrases.

- |  |  |
|--|--|
| 1 try out a small amount _____           | 5 milk, butter and cheese _____          |
| 2 animals raised to be sold _____        | 6 grow plants _____                      |
| 3 items full of the best flavours _____  | 7 retailer who sells food products _____ |
| 4 chemicals added to prevent decay _____ | 8 not very appealing _____               |

### Skills tip

In *Advanced* Paper 1 Part 8, should you

- a** underline key words in the questions? **Yes / No**
- b** look quickly for information in the texts which is related to key words in the questions? **Yes / No**

### a — THE ORGANIC CHEF —

The Organic Chef is a local food supplier that works diligently to bring the healthiest and tastiest products to your kitchen. It is a small, family-run business which grows its own produce and raises its own livestock on the family farm. The Organic Chef is proud of its organic farming methods, meaning that no chemicals are used to cultivate crops. The livestock are all fed with high-quality organic vegetables. The price of The Organic Chef's goods might be a little off-putting to some shoppers, but the quality of the meats, fruit and vegetables, as well as the purity of our products, really makes it worth parting with that extra cash.



### b — ORGANIC SUPERMARKETS —

Any supermarket you walk into these days has got at least one aisle dedicated to organic foods. Nowadays we are seeing more and more 'organic only' supermarkets opening too. Is this because the owners of these chains are determined to improve consumers' choice and protect them from the harmful effects of food additives? I decided to sample some meats, dairy products and fruit and vegetables that were marketed as organic whole foods. However, after some research, I discovered that none of the foods were grown locally. They also claim that preservatives are not used in their products – so, given that these same products are transported over long distances before they reach their destination on the supermarket shelves, just how 'fresh' are they? I'm not sure I really want to pay twice the price of regular supermarket products and run the risk of getting food poisoning into the bargain.



- 3 Read the reviews in exercise 2 again. In which review, **a** or **b**,
- 1 does the writer discuss a company run by a group of relatives? \_\_\_\_\_
  - 2 is the writer concerned about the possibility of foods decaying? \_\_\_\_\_
  - 3 is the cost of organic food justified? \_\_\_\_\_
  - 4 does the writer state that the foods are produced locally? \_\_\_\_\_
  - 5 did the writer search for the original source of products? \_\_\_\_\_

- 4 Underline the information which gave you the answers in exercise 3.



*Exam practice:***Advanced Paper 1 Part 8**

You are going to read four texts about food additives. For questions 1–10, choose from the articles (A–D). The articles may be chosen more than once.

**Which person**

says that manmade additives could cause behavioural problems?

1	
---	--

describes an additive that can stop important substances being digested?

2	
---	--

mentions an additive that influences dental hygiene?

3	
---	--

admits that foods can contain under-researched and poisonous additives?

4	
---	--

recognises that additives can prevent large-scale outbreaks of disease?

5	
---	--

states that we have to use additives as a result of overpopulation?

6	
---	--

mentions that different types of people need to eat different foods?

7	
---	--

states that food additives were used in the pre-modern era?

8	
---	--

says that manufacturers are more closely observed as a result of information on food packaging?

9	
---	--

states that all ingredients are examined before they are sold?

10	
----	--

**Skills tip**

In this part, you will not have enough time to read through all the texts very slowly and carefully. You should practise this exam task within a strict time limit in order to become comfortable with completing the task under exam conditions. Underline a key word or phrase in the first question and scan the text quickly looking for a corresponding word or phrase. When you find information that seems relevant, read that section more carefully to determine if it provides the answer. Repeat this step for each question and allow yourself enough time to double check your answers at the end.



# FOOD ADDITIVES

*Four food and nutrition experts discuss the use of additives in food*

**A Koki Nakamura: nutritionist**

Diet is very important to every individual's health and well-being. I've got clients from all walks of life who have different needs and requirements when it comes to the food they eat. Many people believe that if a food label says 'no fat' or 'low in fat', then it must be healthy. I cannot stress enough how untrue this is. You would think, with the bad reputation fats have got, that a 'non-fat' fat would be ideal. Fake fats contain no fat, no calories and no cholesterol, but they come at another price. These food additives prevent vitamins A, E and D from being absorbed into the body. Such substances are thought to keep the immune system healthy and prevent some cancers. Fake fats are also responsible for digestive problems if people consume too many of them.

**B Lynne Davis: food scientist**

Food additives are not manufactured solely by the chemical industry, since a number of common additives are extracted from naturally-occurring substances. The best known additives are preservatives, colours and flavours, but many others are commonly used, such as antioxidants, thickeners and sweeteners. Some of these additives are essential in our modern world. Without preservatives, food would go off quickly and that would result in a lot of waste. Scientists don't just add chemicals to food without researching the substances first. Every constituent of processed food is tested before it is used. There are also tight food regulations all over the world which control the use of additives. There are a few bad apples out there who add dangerous toxins to their foods without testing them thoroughly, but I know that the world's ever-increasing population dictates that we have to find ways to make our food resources go further and last longer.

**C Ivan Mendes: food historian**

People have been enhancing their food with naturally available flavourings, preservatives and colours for centuries, but there has been an increasing use of food additives since the 19th century. Since the 1980s, additives are required to be identified on food labels. The use of these labels and nutrition facts on food products has opened the food industry to more public scrutiny. As a result, the production of processed foods in particular has become a matter of controversy. Many people have become so sceptical of additives that they do not recognise the potential health benefits. In the 1940s, for example, calcium was added to flour to prevent rickets, a disease that causes the softening of bones in children. Other examples include antioxidants being used to prevent the fat in meats going rancid and the use of fluoride in public water supplies to reduce tooth decay.

**D Jyoti Sharma: food safety officer**

There has been significant controversy associated with the risks and benefits of food additives. Some artificial food additives have been linked to cancer, digestive problems, neurological conditions, heart disease, obesity and even hyperactivity in children. People are less inclined to question natural additives which have been found to be similarly harmful. They can also be the cause of allergic reactions in certain individuals. However, what food additives do to the food itself is what many people fail to consider. Many of the constituents that you read about on the food and nutrition labels are absolutely essential to commercial food preparation and storage. The job of a food safety officer would be much harder if food went off quickly. Food-borne illnesses and epidemics would not only become more widespread, they would become almost impossible to pinpoint and eliminate. There's no doubt in my mind that additives are more beneficial than they are harmful.



# 7

## Reading across texts

### Security and privacy online

UNIT AIMS

**Skill:** reading across texts

**Vocabulary:** technology topic vocabulary

**Exam practice:** Advanced Paper 1 Part 6

#### Improve your reading skills: reading across texts

##### What is reading across texts?

*Reading across texts involves reading two or more texts on a subject, theme or topic and comparing them. This may be in terms of recognising which of them contain particular information or recognising whether they share similar or opposing views, opinions and arguments.*

- 1 Reading across texts is concerned with finding
  - A only similarities between texts.
  - B only differences between texts.
  - C both similarities and differences between texts.

##### Why is reading across texts important?

*We sometimes want or need to read more than one text on the same topic. This may be, for example, two stories in two different newspapers about the same event, or two reviews of the same film, play or book. In academic studies, students often need to relate a set of texts to each other. As each text has not been written with the aim of being compared to another text, this skill often requires higher-level cognitive processes.*

- 2 Reading across texts can be demanding because
  - A the texts have not been designed to be compared.
  - B it's usually only carried out in higher education institutions.
  - C often all the texts in a set are academic in nature.

##### How do you read across texts?

*When doing this, you need to work on two levels – the micro and the macro. The micro level involves comparison at the word, phrase or sentence level. The macro level involves comparison at the multi-sentence, paragraph and whole-text level. The aim of both is to determine similarities and differences – in terms of information, opinions and arguments put forward, however they are expressed.*

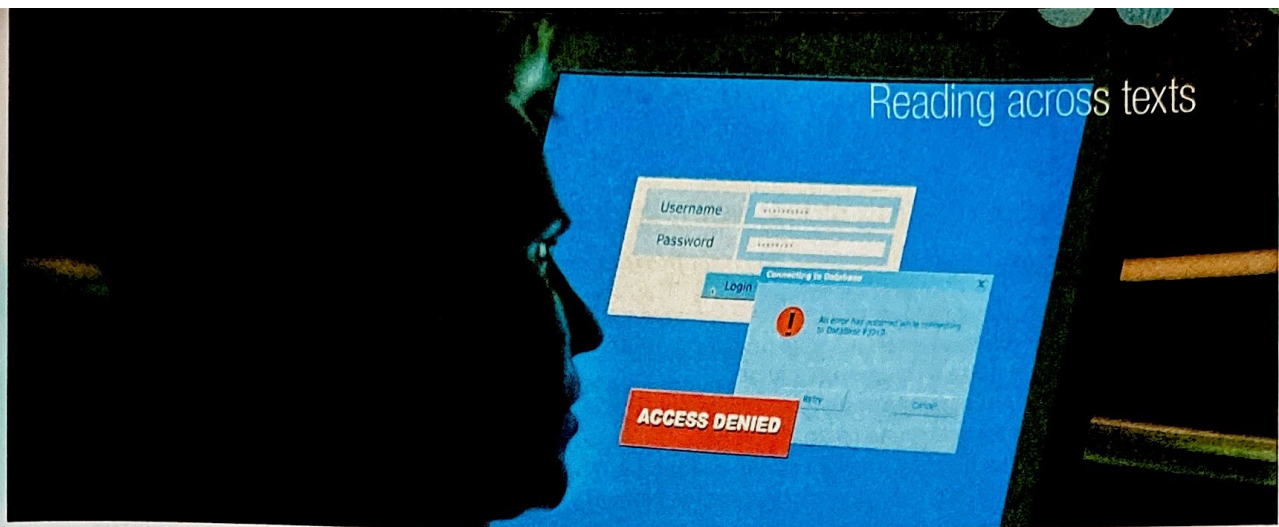
- 3 Comparing on a macro level means comparing on a
  - A narrower and more precise scale.
  - B wider and broader scale.
  - C more detailed and specific scale.

##### How is reading across texts important in Advanced?

*Part 6 is designed to test your ability to compare and contrast opinions and attitudes in different texts on the same subject. The skill is also important in Part 8, particularly in determining which of the texts contains a specific idea or opinion.*

- 4 Reading across texts is **not** relevant to the parts of Paper 1 which
  - A only contain one text.
  - B focus more on opinion.
  - C consist of multiple texts.





## Get started

Look at the photo and answer the questions.

- How concerned are you about internet security?
- What do you do to protect yourself and your computer?
- How effective is antivirus software? What about firewalls?
- Can hackers ever have positive motives? Why? / Why not?

## Develop your vocabulary

1 Match the words with their definitions.

- |              |   |                                  |
|--------------|---|----------------------------------|
| 1 compromise | — | a to search extremely thoroughly |
| 2 comb       | — | b to take advantage of someone   |
| 3 debunk     | — | c to hack into a secure system   |
| 4 victimise  | — | d to reveal as untrue            |

2 Choose the correct word or phrase to complete each sentence.

- 1 There was a security **trench** / **breach** in the company's computer system last night and information from several accounts was stolen.
- 2 An **IP address** / **PC account** is a unique number assigned to every computer within a network.
- 3 You need to install a firewall on this system, otherwise hackers will be able to **confiscate** / **infiltrate** your system and take information without you knowing it.
- 4 The **bump** / **blurb** on the back cover of the book says that this is a practical guide to setting up a website, but I didn't find it at all helpful.
- 5 I keep finding loads of **spam** / **pop-ups** in my inbox. How can I prevent people from sending me all this junk mail?

3 Write a word from the box in each gap to complete the text.

array ■ fend ■ invasion ■ malicious ■ safeguard ■ vulnerable

If you've ever suffered from a serious (1) \_\_\_\_\_ of privacy online, you'll know how important it is to (2) \_\_\_\_\_ your personal information against internet thieves. With so many protection devices available today, such as firewalls, antivirus software and programmes to remove (3) \_\_\_\_\_ software, there's no reason for individuals to remain (4) \_\_\_\_\_ to attacks. Many of these programmes have reminders for system checks, automatic updates and warning messages in the event of an attack. With such a vast (5) \_\_\_\_\_ of tools on offer, you won't have to (6) \_\_\_\_\_ for yourself against the sneaky activities of online hackers.



## Develop your reading skills: reading across texts

1 Read the sentences and answer the questions.

- a I've been using the internet at work for ages and I've never had a single security breach.
- b I've suffered numerous attacks on my computer and because of this I feel as though the internet is quite a dangerous place.
- c I've installed a programme that makes my IP address anonymous and I think it's important for everyone to do the same.
- d Because I've had my identity stolen online, I now make sure I never post any personal information – it's the only way to protect yourself.
- e It's crazy to surf the internet without having first installed a firewall.

Which sentences

- |                                    |       |                                 |       |
|------------------------------------|-------|---------------------------------|-------|
| 1 offer an opinion?                | _____ | 4 relate experiences online?    | _____ |
| 2 report the results of an action? | _____ | 5 offer examples of protection? | _____ |
| 3 offer a recommendation?          | _____ |                                 |       |

2 Read the sentences and find words or phrases that refer to or have a similar meaning to each of these phrases.

- 1 types of password \_\_\_\_\_
- 2 software programmes \_\_\_\_\_
- 3 types of security breach \_\_\_\_\_
- 4 authoritative bodies \_\_\_\_\_
- 5 pieces of legislation \_\_\_\_\_

- a Malware installs programmes designed to download and install more harmful programmes.
- b You should never use something like a first name as an access code to your accounts.
- c The United States government has developed the Consumer Privacy Bill of Rights which protects internet users from hacking and online advertising companies.
- d Google™ has been criticised for its lack of privacy, but they recently approached the United Nations about developing a global privacy policy.
- e Ever since her email account was compromised due to low password strength, Julie uses the initials of a sentence to log into the account.
- f The EU has proposed the Data Protection Regulation, but it has yet to take effect.

3 Read the statements and answer the questions.

- a Computer users should take precautions, such as installing a firewall, but the fact is that internet privacy no longer really exists and it's best to just get used to it.
- b When you go online, you automatically lose a little of your privacy, and this is demonstrated when you see banner ads on web pages tailor-made to your preferences.
- c It's not worth worrying too much about protecting your privacy online, as most of the time it's simply advertisers trying to profile consumers.
- d Pop-up windows are an example of an invasion of privacy, but it's simple enough to close them and you can always install pop-up blockers to stop them.

Which statements

- |   |       |
|---|-------|
| 1 suggest not concerning yourself about internet privacy? | _____ |
| 2 include specific instances of loss of private space?    | _____ |
| 3 give examples of protection software?                   | _____ |
| 4 explain how your privacy can be compromised?            | _____ |



4 Write 'A' if the writers agree and 'D' if they disagree.

**A** Anonymous bloggers can enjoy a great sense of freedom when blogging on the internet because their identities are well hidden. Naturally, they go to great lengths to keep their IP addresses secret, mainly by installing the necessary software. In some cases, internet search engines will provide protection which can safeguard a blogger's IP address – a powerful tool for keeping identities secret and one which search engines have every right to use. This serves to give an individual the ability to express themselves freely without the threat of prosecution or punishment. If the blogger happens to be speaking out against an oppressive regime, then this protection can literally mean the difference between life and death. And with that in mind, it is my strongly-held belief that bloggers' identities should be protected at all costs.

**B** In the same way that certain people need protection in order to be able to uncover the hidden dirt about powerful organisations, so must others who abuse their anonymous status be revealed. This principle was clearly demonstrated in the case of the anonymous blogger who posted damaging, false statements about a Canadian fashion model. The model sued the blogger and a court took action against Google™. Google, a search engine that, like many other search engines, goes to great lengths to protect the identity of anonymous bloggers, was forced to reveal the blogger's name. With this information, the model filed suit against the individual for \$3 million. So while it is clearly important for individuals to be able to preserve their anonymity, we must also ensure that this is not a convenient cover-up mechanism for wrongdoing.

- 1 All bloggers should be afforded total freedom of expression. \_\_\_\_\_
- 2 Sometimes an individual should be free to voice their opinion anonymously. \_\_\_\_\_
- 3 Whatever the circumstances, a blogger's identity must never be revealed. \_\_\_\_\_
- 4 Search engines must be allowed to protect individuals' identities. \_\_\_\_\_

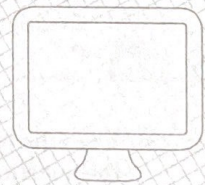
5 Read the texts and decide if the statements are true (T) or false (F).

**A** Personal responsibility is of the utmost importance when it comes to internet safety. If you're not going to safeguard your computer, you can't complain when someone hacks into your account, can you? You can install the latest up-to-date antivirus software and the most advanced firewall but if you're not being diligent in other areas, such as using secure passwords, you're still leaving yourself exposed. It's refreshing to finally see some web sites refusing to accept weak passwords. You may have seen this phenomenon yourself: you type in a password for a new account and if it's too weak, you'll be forced to key in a complicated password composed of capital letters and random numbers. You may grumble about having to create such complicated passwords, but is it any worse than accessing your email and finding out that a hacker has sent embarrassing spam to all your contacts? \_\_\_\_\_

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**B** Computer hackers create some very sophisticated programmes these days, designed to infiltrate your system and steal personal data. Called malware, some of these programmes can record a password as you key it in and then send it to the programme's creator. He or she can then access your email account and peruse your emails for sensitive information or send spam to everyone on your contact list. In such a case, not even having a secure password can protect you, which is why you need software designed specifically to block malware. However, the latest versions of malware can still enter your system undetected. If this happens, you need to download and install a programme designed specifically to remove all traces of malicious software from your computer. \_\_\_\_\_

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- 1 Both writers agree that creating passwords can be problematic. \_\_\_\_\_
- 2 Both writers believe that a single method of protection is not adequate. \_\_\_\_\_
- 3 Neither writer believes that passwords are a useful form of protection. \_\_\_\_\_
- 4 Writer A's advice for protecting computers differs from writer B's advice. \_\_\_\_\_
- 5 Both writers suggest that users need more protection for their computers. \_\_\_\_\_



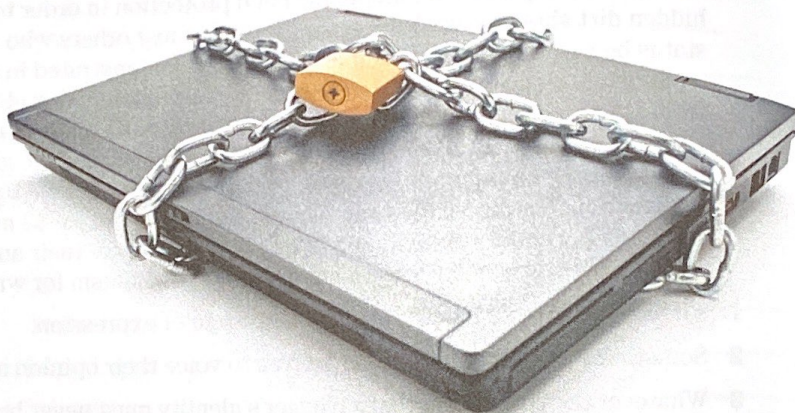
## Unit 7

### 6 Read the questions and underline the key words.

- 1 Which writer agrees with writer B regarding who decides what personal information should go online?
- 2 Which writer differs from the others regarding the intentions of third parties?
- 3 Which writer disagrees with writer C about the responsibilities of social networking sites?

### 7 Read the texts and answer the questions in exercise 6.

**A** For the casual internet user, internet privacy is not likely to be a huge concern; most users do not feel the need to remain completely anonymous. They can simply limit the amount of personal information they post online. The effort needed to keep your IP address hidden is often not worth the trouble required to do so. While receiving targeted advertisements based on your specific preferences may be a little weird, this practice does not damage your computer or interfere with your internet use in any way, so the impact on individual users is minimal.



**B** To a certain extent, privacy is defined by each individual. What one person believes is private, another may view as insignificant. Would you post your mobile phone number on Facebook? Some people do it, but others are appalled at the idea. At the end of the day, it's up to you how much you reveal about yourself. The worst that can happen is you'll get unwanted calls from banks or people conducting surveys. Ultimately, the user chooses what goes public and what stays private, but it's important for everyone to understand the permanence of posting things online; once the information is out there, it's likely to be there forever.

**C** Most people don't like the idea of regulation, but when cyber-crimes are committed and mostly go unpunished, it's time for the authorities to step in. I strongly believe that social networking sites ought to be banned from requesting or even suggesting that users post personal information such as their address, hometown or place of employment. Allowing people to do so sends the message that it's OK, which can lead to more relaxed personal policies on what can be posted. We should all be aware that hackers are constantly on the lookout for an opportunity to strike.

1 — 2 — 3 —

### 8 Read the texts in exercise 7 again. Underline the information which gave you the answers to the questions in exercise 6.



*Exam focus:*reading across texts in *Advanced*

1 Look at the exam practice section on pages 60 and 61 and answer the questions.

- 1 What kinds of texts are you going to read? \_\_\_\_\_
- 2 Which two questions require you to identify agreement between the writers? \_\_\_\_
- 3 Which two questions require you to identify a difference of opinion? \_\_\_\_
- 4 In question 1, can text B be the correct answer? Why? / Why not? \_\_\_\_\_
- 5 Will the answer to question 2 be a reviewer who agrees or disagrees with the others? \_\_\_\_\_
- 6 What specific information are you looking for in question 3? \_\_\_\_\_

2 Write 'A' if the writers agree and 'D' if they disagree.

- A *UHide* is one of the most comprehensive privacy software applications on the market today. It has an enormous range of functions designed to protect your computer from hackers. It is one of the pricier options, but as such, is loaded with an array of effective features. The product comes with online support for technical issues, which is especially useful for the average computer user who may encounter difficulties applying some of the programme's more advanced features.
- B While privacy software *UHide* offers a plethora of functions that would satisfy even the most advanced computer users, its weakness lies in its usability. With so many options to choose from and not knowing which are the most important, it is difficult to decide what to do first. The online support is often more offline than online, leaving users to fend for themselves. The price fairly reflects the software's capabilities, but if you can't use them, what's the point of buying it?
- 1 *UHide* has wide ranging capabilities. \_\_\_\_
  - 2 The software is sold at a fair price. \_\_\_\_
  - 3 It offers effective online support. \_\_\_\_
  - 4 It is easy to use. \_\_\_\_
  - 5 It is a worthwhile purchase. \_\_\_\_
  - 6 It is suitable for use by beginners. \_\_\_\_

**Skills tip**

In *Advanced* Paper 1  
Part 6, will you

- a need to understand the gist of all four texts? **Yes / No**
- b also need to identify specific information in all four texts? **Yes / No**

3 Read the texts in exercise 2 again. Underline the information which gave you the answers to the last two questions.

4 Tick the parts of *Advanced* Paper 1 in which the skill of reading across texts will be most useful.

- Part 5 \_\_\_\_
- Part 6 \_\_\_\_
- Part 7 \_\_\_\_
- Part 8 \_\_\_\_



*Exam practice:***Advanced Paper 1 Part 6**

You are going to read four reviews of a book about online privacy. For questions 1–4, choose from reviews A–D. The reviews may be chosen more than once.

## STAYING *Hidden Online*

*Four reviews comment on tech expert Ryan Xavier's book called Staying Hidden Online.*

**A** More than just a how-to book on securing a vulnerable computer from online privacy attacks, Xavier's book delves deep into the history and theory behind why hackers hack. Both thought-provoking and practical, Xavier devotes each chapter to tackling a specific security issue, such as using a proxy server to hide your IP address, as well as combing the internet for any tracks your computer may have left behind that an unscrupulous person could take advantage of. Equally compelling – not to mention frightening – is the statistical evidence of how many people are victimised each year by identity theft, and in what way reading Xavier's book will give you a greater understanding of the culture of hacking as well as teach you how to protect yourself from wrongdoing.

**B** Xavier's book on internet privacy attempts to be entertaining and helpful and succeeds at being unnecessarily complicated. There's no doubt that after having applied all of Xavier's suggestions to your personal computer, you'll be well protected from online security breaches. That said, you might find yourself scratching your head along the way. His instructions, interspersed with anecdotes about hacking that serve no purpose in terms of protecting your computer, are not as step-by-step as you might like them to be. While Xavier's treatment of the subject is thorough, it is almost as if the book should have been split into two – one part commentary on the hacking lifestyle and the other part how-to guide as advertised in the blurb. Tying both together serves to confuse more than enlighten.

**C** Xavier's new book on online security shows he knows his technical craft better than he knows his audience. While the technical, and thus useful, side of Xavier's book is detailed, precise and correct, there are many moments when you wonder if he thinks his audience include the nation's computer whizzes, all of whom must already know how to protect their computers without Xavier's advice. The terminology he uses is more suitable for a college course in computer security than for the millions of ordinary people out there who just want to prevent online attacks on their home computers. Xavier's book goes a step beyond the ordinary instruction manual in detailing how specific hacking techniques came into being, and for that reason alone, the book is a good read. But if your computing skills are basic you might want to skip Xavier's book and look for something simpler.

**D** A fascinating take on the sophistication and far reach of hacking, Xavier is at his best when exploring what drives hackers to do what they do. The author describes both the malicious nature of online security breaches as well as some of the more altruistic activities, such as exposing corruption in government or taking down illegal websites. The book offers more entertainment value than practicality, as many of the procedures Xavier outlines seem to be aimed at more advanced computer users. This is problematic considering that the blurb boasts its ease of use for beginners, something the publishers should have considered before printing. Still, the stories and statistical data alone should be motivation enough for any user to want to do more to protect their system.



## Which reviewer

agrees with reviewer B about the demands made on readers?

differs from the others in terms of how well balanced he/she believes the themes of the book to be?

has a different opinion concerning the significance of discussing hacking culture?

takes a similar view to reviewer A on how the inclusion of facts and figures might influence readers?

## Skills tip

Quickly read the four texts before you look at the questions. Reading the questions first may confuse rather than clarify what information you are looking for. Then read the questions very carefully and underline key words and phrases, paying special attention to whether you are looking for agreement or disagreement among the writers. Go back to the texts and read the relevant sections carefully. In questions such as question 1 above, 'Which reviewer agrees with reviewer B...', try first to identify reviewer B's opinion and then look for words and phrases in the other three texts which offer the same opinion.



# 8

## Understanding exemplification

### Vaccination programmes

UNIT AIMS

**Skill:** understanding exemplification

**Vocabulary:** health and fitness topic vocabulary

**Exam practice:** *Advanced Paper 1 Part 5*

#### Improve your reading skills: understanding exemplification

##### What is understanding exemplification?

*Understanding exemplification involves recognising an example, identifying what it is an example of, understanding why the writer has chosen it and, at times, evaluating how effective it is at supporting and clarifying the main point.*

- 1 The phrase 'supporting and clarifying' suggests that examples can be used to back up an argument  
A but not to extend it.  
B and also extend it.  
C if it can't be extended.

##### Why is understanding exemplification important?

*Writers use examples to support and clarify their main points. Understanding exemplification allows you to evaluate how effective an argument is, to determine whether the example has been employed successfully, and to conclude whether you agree or, in the case of multiple texts on the same subject, another writer agrees with a text.*

- 2 The paragraph suggests that two reviewers who use different examples  
A may agree with each other on their main point.  
B could not possibly completely agree with each other.  
C probably do not fully agree with each other.

##### How do you understand exemplification?

*Writers often signpost and flag examples and you need to recognise these (common words and phrases like for instance, such as, etc, and more complex expressions and phrasing for example, as is witnessed by..., etc). You also need to know and fully understand examples that are not clearly signposted.*

- 3 The paragraph suggests that some writers sometimes  
A choose not to highlight when they are using an example.  
B want to confuse their readers regarding their examples.  
C forget to clearly signpost some examples.

##### How is understanding exemplification important in *Advanced*?

*In Part 5, you may be asked questions about how a text is organised, including questions about examples. In Part 6, examples may shed light on opinions and attitudes. In Part 7, examples are one of the ways in which different parts of the text are connected. Understanding exemplification helps you recreate the text successfully. It also helps in Part 8, where you may need to understand specific details of examples.*

- 4 In Part 6, understanding exemplification is important because it may help you  
A understand how the different texts are organised.  
B determine what the different writers' views are.  
C clarify your own opinion on a particular topic.



## Get started

Look at the photo and answer the questions.

- Do you believe that vaccinations are safe? Why? / Why not?
- Which of these diseases are of concern in your country?
  - ☐ flu
  - ☐ measles
  - ☐ meningitis
  - ☐ mumps
  - ☐ poliomyelitis (polio)
  - ☐ rubella
  - ☐ tuberculosis (TB)
- Which ones have you been vaccinated against?

## Develop your vocabulary

1 Choose the correct word to complete each sentence.

- 1 Salim **contracted** / **contacted** the disease when he was in Asia.
- 2 Tablets and syrups are examples of medicines that you take **verbally** / **orally**.
- 3 We have successfully **eradicated** / **illuminated** this disease in the West and we are close to wiping it out worldwide.
- 4 Only the school nurse is allowed to **legislate** / **administer** drugs.
- 5 Most hospitals now have a separate section for people with **contagious** / **contaminated** diseases.
- 6 If the clinical **tries** / **trials** are a success, this drug could be on the market next year.
- 7 Disinfect the cut and keep it covered until the skin has healed, otherwise it could become **injected** / **infected**.
- 8 The **immunisation** / **disease** programme is designed to protect every child in the country from measles.
- 9 Antibiotics work by killing harmful **bacteria** / **vaccines** present in the body.
- 10 Anything from dust to a strong smell of perfume can **trigger** / **deliver** her asthma attacks.



2 Write a word from the box in each gap to complete the sentences.

contain ■ deadly ■ immune ■ outbreaks ■ pioneers

## IN CINEMAS

You don't need to be a medical expert to enjoy this film. The plot alone will sweep you up and carry you along! It features a team of medical (1) \_\_\_\_\_ working in the Antarctic. They are struggling to (2) \_\_\_\_\_ a disease which has been released into the world by an evil scientist bent on destroying humanity. Normally, the cold weather would stop the spread of the disease,

but because of increased temperatures caused by global warming the medical team fears that (3) \_\_\_\_\_ could occur all over the planet. The disease effectively destroys the (4) \_\_\_\_\_ system and as the film begins, the first of the scientists has just been infected with the (5) \_\_\_\_\_ disease.

Score ● ● ● ● ● ● ● ● ● ●



## Unit 8

### Develop your reading skills: understanding exemplification

1 Choose the correct word to complete each sentence.

- 1 **Like / As** many people, I'm terrified of needles.
- 2 Everyone was immunised **except / apart** from one man, who later became gravely ill.
- 3 Objectors on religious grounds **aside / besides**, everyone took part in the immunisation programme.
- 4 People who should have the flu vaccination include **those / the** following: elderly people, people with compromised immune systems and people who work in health care.
- 5 Deaths frequently occur **among / within** the unprotected, with victims chiefly being the very young or the very old.
- 6 The disease is not usually deadly but it causes complications in patients with asthma and other **such / so** common medical conditions.

2 Write a phrase from the box in each gap to complete the text.

as we can see ■ importantly ■ particular ■ that is ■ The case of

There is at least one very good economic reason for vaccinating people and (1) \_\_\_\_\_ that it costs less to keep people well than it does to treat them once they are ill. The money saved can be spent on other health services, and (2) \_\_\_\_\_ on providing care for those with less preventable illnesses. However, there is little doubt that the health benefits are enormous too, (3) \_\_\_\_\_ from the reduction in the number of people who die or become seriously ill with contagious diseases. (4) \_\_\_\_\_ smallpox – which has now completely disappeared – shows that the eradication of diseases can be achieved with a dedicated vaccination programme. The statistics related to smallpox are impressive – when the World Health Organisation immunisation campaign began in 1967, one in four infections resulted in death. Today the disease no longer exists. Progress towards eradication of other diseases, in (5) \_\_\_\_\_ poliomyelitis, is also worthy of comment. Rates of infection in this case have fallen by 99% since 1988.

3 Read the text in exercise 2 again. Write what each word or phrase is an example of.

- 1 the fact that treating ill people is more expensive than preventing illness

- 2 providing care for less preventable illnesses

- 3 the reduction in the number of people dying from contagious diseases

- 4 the case of smallpox

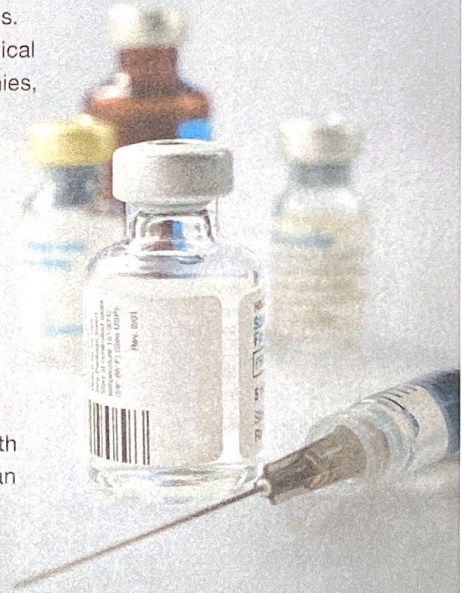
- 5 poliomyelitis



## 4 Write a word from the box in each gap to complete the text.

apart ■ especially ■ illustrate ■ including ■ instance ■ particular ■ such ■ these

In order to obtain a licence, a vaccine must pass rigorous safety checks and a certain level of effectiveness must be proven. The vaccine must satisfy a variety of experts (1) \_\_\_\_\_ those in the fields of public health, immunology and statistics. Ethical questions arise when, for (2) \_\_\_\_\_, findings from pharmaceutical companies and public health experts are in conflict. Pharmaceutical companies, in (3) \_\_\_\_\_, stand to make huge profits if their vaccine is adopted in a country or worldwide. On the other hand, some groups, (4) \_\_\_\_\_ government bodies, might be motivated by political pressure to take action to protect the population against a vaccine which is not yet deemed safe. For a clinical trial to be valid, there needs to be a control group – that is to say a group of volunteers who will not receive the vaccine. An ethical dilemma exists when deciding who will *not* receive the vaccine. To (5) \_\_\_\_\_ this, imagine a scenario where a deadly epidemic has begun but we think a vaccine has been found. In order to test it, researchers have to decide who is going to be asked to remain without immunisation, while others are protected. To further complicate the matter, some people with compromised immune systems, (6) \_\_\_\_\_ as people living with HIV, can become gravely ill if they are vaccinated against TB. (7) \_\_\_\_\_ from failing to protect against one illness, the testing process can lead to complications with a pre-existing illness. It is in cases like (8) \_\_\_\_\_ that the ethical issues become highly controversial.



## 5 Read the text from exercise 4 again and answer the questions.

1 What role do statisticians play in the granting of a licence to a new vaccine?

\_\_\_\_\_

2 What happens when pharmaceutical companies and public health experts disagree?

\_\_\_\_\_

3 Who is most likely to make money from a vaccine?

\_\_\_\_\_

4 What are government bodies an example of?

\_\_\_\_\_

5 Why does the writer mention *a deadly epidemic* in line 13?

\_\_\_\_\_

6 What are *people living with HIV* in line 17 an example of?

\_\_\_\_\_

7 Other than complications for people who are already ill, what can go wrong with the testing process?

\_\_\_\_\_

8 What controversy does the writer mention in the last line?

\_\_\_\_\_



## 6 Read the paragraphs and underline the examples.

## Bacteria in the body

**A** Many bacteria don't bother us. In fact some, in particular the bacteria that live in our digestive tract, are beneficial. When we take antibiotics to fight bacteria in the body, they kill the targeted harmful bacteria, but they also kill the beneficial bacteria. This can lead to digestive problems, the best-known example of which is diarrhoea. Taking probiotics is said to be a good way to replace these 'good' bacteria.

**B** Some conditions in the human body, such as your temperature, encourage bacteria to reproduce and thus make you ill. The more powerful varieties spread through your body very quickly. Certain microbes are so powerful and fast that the body doesn't have time or the strength to fight them.

**C** Washing your hands regularly in hot water may be the best way to avoid getting ill. We place a lot of faith in vaccines, to the point where we become complacent and don't take such basic precautions. However, many people think that vaccination programmes have done little to stop the spread of diseases, claiming that other developments, chiefly those which encouraged good hygiene, had already severely reduced the dangers before vaccine programmes were implemented.

**D** The human species developed an immune system to help us fight off bacteria. These organisms enter our bodies in a variety of ways: through the food we eat, the water we drink and the air that we breathe, to name just three. A vaccination works with the body's defences to help protect us against an attack from harmful bacteria. A non-active vaccination can introduce a safe form of a toxin to help the body 'learn' how to fight the live version.

## 7 Read the text in exercise 6 again and choose the correct answers.

- In paragraph A, the writer says that
  - most bacteria are harmless.
  - all bacteria are necessary.
  - some bacteria do us good.
  - antibiotics destroy all bacteria.
- In paragraph A, diarrhoea is an example of what can happen when
  - harmful bacteria invade the digestive tract.
  - we take antibiotics and good as well as bacteria are destroyed.
  - we take probiotics.
  - harmful bacteria are replaced.
- In paragraph B, why do we become ill, according to the writer?
  - because our body's environment is suitable for bacteria
  - because we are too slow to take medicines against bacteria
  - because the newer kinds of bacteria are stronger
  - because we are weak
- In paragraph C, the writer says that vaccines
  - mean we do not always take as much care over our health as we should.
  - only work for those who have faith in them.
  - are not necessary if we wash our hands regularly.
  - actively encourage the spread of diseases.
- In paragraph C, the writer says that the decline in diseases
  - was thanks to smaller vaccination programmes.
  - has made us more aware of the importance of good hygiene.
  - would never have happened without vaccines.
  - had begun before vaccines became widespread.
- In paragraph D, the writer says that the immune system
  - will not work without the correct nourishment.
  - automatically fights and destroys live bacteria.
  - is stimulated by non-active toxins in a vaccine.
  - can be overpowered by a non-active vaccination.



*Exam focus:*understanding exemplification in  
*Advanced*

- 1 Look at the exam practice section on pages 68 and 69. Find and underline these words and phrases in the text.

particularly ■ including ■ such as ■ for example ■ one such ■ among others

- 2 Read the text and answer the questions.

Despite the obvious benefits of vaccination programmes, such as the reduced child mortality rate and containment of contagious diseases, there are still opponents. As well as the various religious objections, many people still harbour reservations on health grounds. Several groups have campaigned against the mandatory administering of vaccinations which, they claim, are either ineffective or positively harmful. Although the objectors are no longer as vocal as they were, there is still some concern about the reported link between the MMR vaccination (for measles, mumps and rubella) and autism, despite many studies confirming that this vaccination is completely safe. The problem arises when some members of a community refuse to be immunised, thus placing the other members at risk and compromising the programme's aim to control diseases. This has led to a number of outbreaks of measles, for instance, some of which have resulted in deaths.

- 1 What is the reduced child mortality rate an example of?  
\_\_\_\_\_
- 2 What objections do people have to vaccinations besides health concerns?  
\_\_\_\_\_
- 3 What is the MMR vaccination an example of?  
\_\_\_\_\_
- 4 What example does the writer provide of problems caused by people refusing to join a vaccination programme?  
\_\_\_\_\_

**Skills tip**

In *Advanced* Paper 1 Part 5, should you

- a** carefully identify all the examples in the text before reading the questions? **Yes / No**
- b** only look for examples in the text which are relevant to the questions? **Yes / No**

- 3 How does exemplification apply to other parts of *Advanced* Paper 1? Write 'Part 6', 'Part 7' or 'Part 8'.
- 1 Examples in the text may be a paraphrase of a word or phrase in the question. Alternatively, an example in the question may correspond to an element in the text. You may need to understand specific details of examples. \_\_\_\_\_
  - 2 Examples here may help you to better understand the opinion or attitude of the writer. Looking at the examples used or not used by one writer can help you compare his or her opinion with those of other writers. \_\_\_\_\_
  - 3 Examples here are one of the ways in which you can understand how parts of the text are connected. Looking at examples can help to give you an understanding of the whole text, as well as the flow of the writer's argument. \_\_\_\_\_



*Exam practice:***Advanced Paper 1 Part 5**

You are going to read a magazine article. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

## IT WON'T *hurt a bit*

*As Martin Burke takes his young daughter for the first of many vaccinations, he takes time out to find out why the pain is necessary.*

Like many of us, I have vague memories of lining up to see the school nurse and being given an injection. I had little grasp of what the whole procedure was for, and the pain, if there was any, has long since faded from memory. However, when I took our newborn baby for a BCG (which stands for *Bacillus Calmette-Guérin*, a vaccine for tuberculosis) last week, the whole experience was traumatising. The fact that there will be several more such visits over the next three years, set me on a path to finding out exactly why we do this to our children.

Although the BCG was the standard protection against tuberculosis (TB) when I was at school, it is no longer considered mandatory in the UK and the programme in schools was stopped in 2005 due to falling rates of TB. The current immunisation programme is aimed at those in higher-risk categories, to which my daughter belongs owing to the fact that I was born in a high-risk country.

Delving a little deeper, I was surprised to learn that the idea of vaccination goes back a 1,000 years or more. Perhaps the best documented breakthrough came in 1796, when Edward Jenner was responsible for making the practice of smallpox inoculation widespread. Jenner explored the connection between the smallpox virus – one of the biggest killers of his day, particularly among children – and cowpox, which was a similar but far less serious virus affecting people who worked with cows. He noted that dairy workers who had contracted cowpox seemed to gain immunity to smallpox. It wasn't long before he was deliberately infecting people with the cowpox virus, thus protecting them from the smallpox virus. Then, in 1885, Louis Pasteur developed the rabies vaccine, ushering in a new era of progress, with vaccinations against a range of diseases, including cholera, plague and tuberculosis. From the middle of the 20th century, medical research focused on common childhood diseases such as measles, mumps and rubella.

Although I recognise the importance of medical pioneers like Jenner, I confess to being horrified to find out how he tested his theory. For example, it is well documented that he cut open the arm of an eight year old boy and infected the wound with the cowpox virus. He later experimented on other children, including his 11 month old son. Fortunately for those children, and generations of others, his theories were right.

My daughter faces the prospect of up to 20 more vaccinations in the coming years to protect her against everything from polio to meningitis. There are also new developments which will be introduced in the near future. One such possibility is a vaccine against Type I diabetes. With the distress of our recent experience still fresh in my mind, I wondered if there was any way to avoid the dreaded needle. It seems that one early method was to make a powder of the infected skin and blow it into the noses of the healthy, although this was limited in its effectiveness. I remembered that polio immunisation used to be given orally, on a sugar cube. Surely injections are a barbaric way of doing things?

Well, there is hope. Some vaccines can be delivered orally, and work is in progress to make others pain-free as well. There exists a nasal spray for delivering the flu vaccine, among others. Work is also going ahead with patches that can simply be applied to a part of the body. This system works well because the vaccine is released just under the skin where it can better trigger the immune system. Will these alternatives save my daughter from more pain? Probably not, but for the time being, let's be grateful that we have vaccinations and can live in a relatively disease-free world. We are in danger of taking our good health for granted but it is estimated that up to 500 million people died of smallpox in the 20th century alone. Of those, however, not one death has occurred since 1979, when the disease was totally eradicated. That's one less injection we need.



- 1 In the first paragraph, the writer says his own experiences of being vaccinated
  - A were very disturbing.
  - B were intensely painful.
  - C made little impression.
  - D helped him to understand the need for vaccinations.
- 2 The BCG school vaccination programme stopped in the UK because
  - A it is no longer considered to be effective.
  - B doctors believe it does not protect people against TB.
  - C so few people contract the disease nowadays.
  - D only children born in other countries are at risk of the disease.
- 3 The modern-day smallpox vaccine was discovered
  - A after a careful study of cows.
  - C completely by accident.
  - B following an accident suffered by a child.
  - D by observing people with a different illness.
- 4 The writer was shocked by aspects of Jenner's work because
  - A he conducted risky experiments on young children.
  - B he wanted to prove he was right at all costs.
  - C children died needlessly because of his experiments.
  - D even though he knew he was right, he continued to experiment.
- 5 Which disease does the writer claim may soon be prevented by a vaccine?
  - A meningitis
  - B flu
  - C Type I diabetes
  - D polio
- 6 What does the writer believe is true with regard to his daughter?
  - A He will be able to protect her from the pain of injections.
  - B Her vaccinations will be pain-free in the future.
  - C She will not be able to avoid painful injections.
  - D The vaccines she needs will be delivered through the nose.

## Skills tip

The questions in this part may relate to one specific part of the text, or the answer may be found by combining evidence from different parts of the text. Because of this, you need to think about all the points in the text which relate to the stem (the first line) of the question. They may or may not all be relevant. Look for exemplification as it may help answer some of the questions. Signposts to look for include *for example*, *for instance*, *including*, *particularly*, *such as ...*, *one such ...*, *among ...*, etc.



# 9

## Deducing the meaning of unfamiliar lexical items

### Happiness

UNIT AIMS

**Skill:** deducing the meaning of unfamiliar lexical items

**Vocabulary:** social issues topic vocabulary

**Exam practice:** Advanced Paper 1 Part 8

#### Improve your reading skills: deducing unfamiliar lexical items

**What is deducing the meaning of unfamiliar lexical items?**

*Unfamiliar lexical items are the words and phrases you haven't seen before and whose meaning you're uncertain of. When you deduce what they mean, you try to work out their meaning from the context. This might result in a detailed and accurate understanding of the meaning, or a more general understanding of whether, for example, the word or phrase has positive or negative connotations. Often, this is enough.*

- 1 What does 'Often, this is enough.' suggest?  
A You don't always need to completely understand the meaning.  
B You always need to completely understand the meaning.  
C You often need to completely understand the meaning.

**Why is it important?**

*When you read a text in English, for example in a newspaper or online, or even in an exam, it's unlikely you'll know and understand every word and phrase. It's important to have strategies to deal with this. Deducing unfamiliar lexical items will help you to work out the meaning to a greater or lesser extent.*

- 2 The paragraph above suggests that deducing unfamiliar lexical items is  
A not a skill that is useful in the real world.  
B not a skill that is useful in exams.  
C a skill that's useful in exams and the real world.

**How do you deduce unfamiliar lexical items?**

*The first step is to focus on the words and phrases you do know, ignoring the unfamiliar lexical item, and to try and understand as much of the text at that point as you can – both in terms of gist and specific information. Then try to work out what part of speech the item is. Ask whether it has positive or negative connotations? Does it describe a physical or a mental action? Does it remind you of another word or phrase? Try to get as close to the meaning as you can but don't worry if you only get a general idea.*

- 3 What is most important for working out an unfamiliar lexical item?  
A other words and phrases it reminds you of  
B the context the item is used in  
C how positive or negative it sounds

**How is deducing it important in Advanced?**

*It is highly likely that you will encounter words and phrases you haven't seen before so it's a key skill. In Part 5, it will help you answer the multiple-choice questions. In Part 7, it will help you understand connections between the text and the removed paragraphs. In Parts 6 and 8, it will help you understand specific information so you can do the matching tasks.*

- 4 To deduce the meaning of 'highly' in the paragraph above, you should say:  
A 'From the context, it must mean something like *very* or *extremely*.'  
B 'I can't see how *height* has got anything to do with *likelihood*.'  
C 'Without a dictionary, it's impossible for me to work out the meaning.'



## Deducing the meaning of unfamiliar lexical items

### Get started

Look at the photo and answer the questions.

- How do you think the children in this photo feel?
- Does our definition of happiness change as we get older?
- Which of the following are most and least important with regard to people's happiness? Give reasons for your answers.

access to health care ■ access to nature  
 ■ extravagant holidays ■ helping others ■ high income  
 ■ long life expectancy ■ job security ■ leisurely walks  
 ■ life in the countryside



### Develop your vocabulary

1 Match each word with its definition.

- |              |   |   |
|--------------|---|---|
| 1 advocate   | — | a to lessen the pain of something                   |
| 2 alleviate  | — | b seeing something only from your own point of view |
| 3 undermine  | — | c to support and encourage an idea                  |
| 4 objective  | — | d to weaken, make less                              |
| 5 subjective | — | e being unbiased or impartial                       |

2 Choose the correct word to complete each sentence.

- 1 Coming from a(n) — background doesn't guarantee happiness.  
 a pampered    b spoiled    c honoured    d privileged
- 2 The — that money doesn't buy happiness is one commonly held by many people.  
 a finding    b factor    c notion    d priority
- 3 Britain's class — means that there is an ever-widening gap between the better-off and the under-privileged.  
 a divide    b obstacle    c crack    d separation
- 4 People who survive great — often become stronger in the end.  
 a lack    b well-being    c hardship    d self-awareness
- 5 A drive through the — suburbs of the city will leave you shocked at the appalling living conditions of many people.  
 a impartial    b immaculate    c imperfect    d impoverished

3 Write a word from the box in each gap to complete the text.

charitable ■ compatible ■ empowered ■ exemplary ■ reinforced

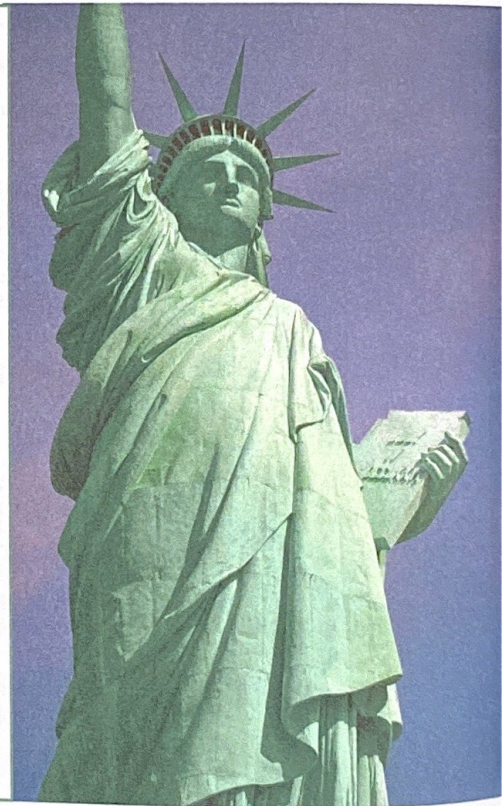
Self-actualisation is the need for human beings to accomplish everything they set out to achieve and do their very best in life. The idea was developed by psychologist Abraham Maslow in the 1940s. Maslow studied (1) — figures such as Albert Einstein and Theodore Roosevelt in order to try and understand what (2) — them to accomplish such incredible feats. He discovered that what drove them was making a difference in the world, as it (3) — their view of their own lives being important, and Maslow decided that this was true for the rest of us too. Naturally, not everyone achieves Einstein's or Roosevelt's level of accomplishment, but individuals do choose higher goals that are more (4) — with their nature and abilities. For example, some people may strive to be good parents; others may pursue (5) — activities because they derive pleasure from helping others. One thing is true: self-actualisation is a need that every person must satisfy in their life.



## Develop your reading skills: deducing unfamiliar lexical items

- 1** Choose the word or phrase which has a similar meaning to the word or phrase in bold in each sentence.
- 1** Some say happiness is a **state** of mind, suggesting that you have to think your way to happiness.  
**a** condition                                      **b** confusion
  - 2** Some argue that **external factors** are responsible for our emotional well-being.  
**a** outdoor activities                          **b** forces outside ourselves
  - 3** It may be possible that some people are **predetermined at birth** to be happy.  
**a** genetically programmed                **b** shaped by environment
  - 4** A person's **stance** on particular issues might determine the level of happiness they have in life.  
**a** position                                         **b** reaction
  - 5** Happiness can be achieved by a person's ability to **be proactive** and eliminate problems before they occur.  
**a** get rid of                                        **b** take action in advance
- 2** Write 'P' if the word has a positive connotation or 'N' if it has a negative connotation.

The US Declaration of Independence contains the phrase 'life, liberty and the pursuit of happiness' and implies that it is an (1) **inalienable** \_\_\_\_ right for every American citizen. But what is the pursuit of happiness exactly? It is certainly a (2) **mellifluous** \_\_\_\_ phrase, one we like to hear and believe to be a possibility. But how does one 'pursue' happiness and why is it in official documents? A more (3) **comprehensive** \_\_\_\_ analysis of the issue shows that while people are in control of their destiny to some extent, it is also the government's role to create the conditions necessary for an individual to (4) **flourish** \_\_\_\_ and consequently achieve happiness. It is obliged to remove obstacles which might (5) **bar** \_\_\_\_ a person from being happy. Such an obstacle might be not having the right to speak out against (6) **unfavourable** \_\_\_\_ conditions, or not having the right to speak one's mind. For the pursuit of happiness to exist, education must be (7) **accessible** \_\_\_\_ to the masses, health care must not be denied to anyone based on race or religion and people must have the right to a fair trial in a court to be heard by (8) **impartial** \_\_\_\_ fellow citizens. The US hasn't always been perfect in its application of this principle, but the very fact that its citizens can criticise the government for its practices without fear of (9) **persecution** \_\_\_\_ means that the principle is largely (10) **upheld** \_\_\_\_ and can stand as a model for other countries.



- 3** Read the text in exercise 2 again. Which two words have negative prefixes but a positive meaning? Give reasons for your answers.



## Deducing the meaning of unfamiliar lexical items

- 4 Write a word, a phrase or a series of phrases from the text to answer each question. Ignore the words in bold for now.

Evidence indicates that, more than money, it takes both respect and a good work-life balance to **spur** people on to work to their fullest potential. Without these elements, as well as other motivating factors, a business is likely to **flounder** in the face of workplace inefficiency. Essentially, a worker must be completely happy and fulfilled before they will **devote themselves** 100% to their job. This is beneficial for both the employee as well as the employer; a **well-oiled machine** equates with work efficiency, a higher level of creativity and fewer absences due to illness. A company with poor workplace practices and **disgruntled** workers will suffer from reduced productivity and may soon be **devoured** by the competition. It really pays for employers to be less **self-serving**, not only because it means ensuring job satisfaction for employees, but because it will improve the company's chances of success too.



- 1 What seems to encourage employees the most? \_\_\_\_\_
- 2 What will suffer if a workplace is not a happy place? \_\_\_\_\_
- 3 How should employees feel in order to put all their effort into working? \_\_\_\_\_
- 4 What are the results of a smoothly run company? \_\_\_\_\_
- 5 Who is ultimately going to put a badly run company out of business? \_\_\_\_\_
- 6 What happens when company owners satisfy their employees' needs? \_\_\_\_\_

- 5 Read the text in exercise 4 again. Match each word or phrase in bold with a word or phrase with a similar meaning.

- |                                  |       |                     |       |
|----------------------------------|-------|---------------------|-------|
| 1 tightly-run operation          | _____ | 5 go the extra mile | _____ |
| 2 swallowed up                   | _____ | 6 fail              | _____ |
| 3 motivate                       | _____ | 7 dissatisfied      | _____ |
| 4 tending to one's own interests | _____ |                     |       |

- 6 Write a synonym or a definition for each word or phrase in bold.

Most countries use productivity as the measuring stick for determining (1) **prosperity**. In Bhutan, however, citizens' emotional well-being serves as the primary (2) **gauge** of wealth. The state rejects the traditional method of using the country's GDP, or Gross (3) **Domestic** Product, and instead employs Gross Happiness Product, or GHP. It might sound (4) **comical**, but world leaders are beginning to take notice, especially since Bhutan has gone on a (5) **crusade** to criticise industrialised nations who are headed for global meltdown due to their (6) **unsustainable** and irresponsible environmental policies. Bhutan has a (7) **plethora** of success stories that qualify it as a model for other countries to (8) **emulate**. Environmental conservation, better life expectancy rates and widespread education have consistently (9) **topped** the government's agenda for years now. It has even gone so far as to (10) **designate** an area of 60% of its land where deforestation is prohibited, ban the export of wood and declare one day out of every month 'pedestrian day', when private vehicles are not allowed on the roads.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



## Unit 9

### 7 Read the text and answer the questions.

The findings of a long-term study **assert** that happy teenagers go on to **lead** more successful lives when they become adults. In a study group of over 10,000 teenagers, those with the best emotional and psychological health between the ages of 16 and 18 **were netting** 10% more in terms of salary a decade later. The converse is true of those who are unhappy as adolescents, bringing in around 30% less than average as adults. These results can be **ascribed** to a number of factors, but the general idea is that if a person is happier as a teenager, they are more likely to be optimistic and thus ambitious. This **translates** into having a higher probability of attending university, **excelling** in their studies and eventually becoming an attractive candidate for a top firm.

- 1 Which words in bold describe physical actions? \_\_\_\_\_
- 2 Which words in bold describe mental actions? \_\_\_\_\_

### 8 Read the text in exercise 7 again. Match each word or phrase in bold with a word or phrase with a similar meaning.

- 1 were earning \_\_\_\_\_
- 2 conduct \_\_\_\_\_
- 3 means \_\_\_\_\_
- 4 attributed \_\_\_\_\_
- 5 doing brilliantly \_\_\_\_\_
- 6 state \_\_\_\_\_

### 9 Choose the correct paragraph to fill each gap. There is one extra paragraph which you do not need to use.

*Are humans naturally inclined to think positively? Researchers wanted to put this theory to the test and devised an online survey asking people about their memories as well as their hopes for the future.*

1 \_\_\_\_\_

*Although scientists haven't yet tested this notion to see how our neurons process information, the evidence warrants exploring the idea. Concerning negative ideas, these preliminary results show that the idea that something bad might happen is too difficult to process, resulting in individuals having subjective views of negative incidents.*

2 \_\_\_\_\_

*In terms of memories, most people tended to recall their most positive life experiences, as those thoughts make them feel happy. This also seemed to contribute to dispelling the myth that people focus on the bad over the good.*

- a This occurred when asked about their friends' futures. They were more likely to view the experience from afar and entertain the idea of something bad happening. However, they also tended to sympathise with their friend's situation and hope for the best.
- b That view changed however, when people were asked to consider these experiences befalling other people. In this type of situation, people's views became more objective. They were more likely to contemplate the outcome while processing the effect it would have on that person's happiness.
- c An overwhelming number of people believe that while unpleasant events could occur, they probably won't happen to them. This led researchers to consider that our brains might be hardwired for optimism.



*Exam focus:*

# deducing the meaning of unfamiliar lexical items in *Advanced*

- 1 Look at the exam practice section on pages 76 and 77 and find words or phrases that have a similar meaning to these words and phrases.

**In the questions:**

- 1 spoiled \_\_\_\_\_  
2 conflicting \_\_\_\_\_  
3 barriers \_\_\_\_\_  
4 urban \_\_\_\_\_  
5 excuse \_\_\_\_\_

**In the texts:**

- 6 amounts \_\_\_\_\_  
7 mainly \_\_\_\_\_  
8 idea \_\_\_\_\_  
9 measurable \_\_\_\_\_  
10 make up for \_\_\_\_\_  
11 discover \_\_\_\_\_  
12 obtain \_\_\_\_\_  
13 putting in order \_\_\_\_\_  
14 making worse \_\_\_\_\_  
15 said before \_\_\_\_\_

- 2 Write a word from the box to replace each word in bold.

list ■ poor ■ relatively ■ score ■ span ■ surprise

According to an innovative new (1) **index** \_\_\_\_\_ that categorises countries according to how much happiness they contribute to the world community, central and south American countries such as Costa Rica and Colombia, topped the list. It might (2) **astonish** \_\_\_\_\_ some people to know this, because in the case of Colombia, it is viewed by some people in Europe as being an (3) **impoverished** \_\_\_\_\_ nation known more for its illegal drug trade than its happiness quotient. The reason Colombia scores such high marks can be attributed to a combination of a moderate life (4) **expectancy** \_\_\_\_\_ for its population, the (5) **comparatively** \_\_\_\_\_ low environmental impact it has on the rest of the world and its use of a fair share of the world's resources. In terms of environment and sharing of resources, countries that are heavy polluters and major resource users, such as the United States and Russia, actually (6) **rank** \_\_\_\_\_ very low.

## Skills tip

In *Advanced* Paper 1 Part 8, should you deduce the meaning of unknown words

- a solely by focusing on identifying the part of speech? **Yes / No**  
b by using a variety of strategies, including identifying the part of speech? **Yes / No**

- 3 Tick the statements that are true about deducing the meaning of unfamiliar lexical items in *Advanced* Paper 1.

- 1 This skill can help you answer questions related to the writer's attitude. \_\_\_\_\_  
2 A thorough study of vocabulary prior to the exam means it's unlikely you'll encounter unfamiliar lexical items. \_\_\_\_\_  
3 Failing to deduce the meaning of an unfamiliar lexical item may result in getting an answer wrong. \_\_\_\_\_  
4 Failing to deduce the meaning of an unfamiliar lexical item may result in failing the whole exam. \_\_\_\_\_  
5 This skill may help you in placing missing paragraphs in Part 7. \_\_\_\_\_



*Exam practice:***Advanced Paper 1 Part 8**

You are going to read four texts related to studies on happiness. For questions 1–10, choose from the studies (A–D). The texts may be chosen more than once.

**Which text**

- focuses on an understanding of choices? 1
- says people's happiness can be marred by their surroundings? 2
- presents contradictory findings for one group of subjects? 3
- talks about the obstacles in the way of happiness for adults? 4
- contrasts different metropolitan districts? 5
- proves the need for a certain level of material wealth? 6
- allows a certain group of people to justify their actions? 7
- mentions an ongoing change in the structure of society? 8
- says that high living standards have an impact on emotional well-being? 9
- suggests that being in close proximity to large numbers of people may negatively affect happiness? 10

**Skills tip**

When you are matching the questions to the texts, make sure that all elements of the question apply to the text you've chosen as an answer. Some questions may have elements that could refer to more than one text, but a closer reading of both question and text will help you to identify the correct text.



## STUDIES IN *happiness*

### A Happiness and the environment

A recent study in the UK measured happiness throughout the country, and the findings indicate that across different urban areas, which essentially have equally distributed proportions of wealth, happiness levels nonetheless vary greatly among residents. One comparison involved the citizens of Wokingham and those of Rutland, both located in England – Rutland being in the generally less wealthy north and Wokingham in the predominantly wealthier south. The two places have comparable levels of prosperity, but Rutland happens to be situated near an area of outstanding natural beauty characterised by wonderful lakes, and its citizens have better and easier access to the natural environment. Wokingham, in contrast, is surrounded by farmland and offers less accessibility in terms of forests, lakes and rivers. The town is more densely populated than Rutland with fewer parks to help alleviate stress and the pressures of everyday life. It would seem that while Wokingham residents might reside in a generally more privileged area of the country, the lack of contact with the natural world undermines the happiness they could otherwise enjoy.

### B Money and happiness

The notion that money doesn't buy happiness is a well-known truism, but there is some agreement among researchers that a certain amount of money can buy a tangible amount of joy. Recent findings in the US show that families with annual incomes of around \$75,000 register the highest levels of emotional well-being. Those with a higher income, despite registering better life evaluation levels, had lower scores on the happiness index. Those with smaller incomes rated lower both in terms of life evaluation and emotional well-being. It seems that this magic threshold of \$75,000 even applies to cities with a higher cost of living. While a larger income may be required in order to lead the privileged lifestyle available in urban areas, thus reducing overall disposable income, the extra luxuries – access to world-class venues, for example – offset the added expense. So, it seems the only individuals reinforcing the idea that money doesn't buy happiness are the ones who have too much money.

### C Happiness among teenagers

It seems that if we want to unearth the roots of happiness, we should look no further than our children. A recent survey of kids aged 10 to 15 revealed that a range of factors – money being one of the least significant – positively contributed to the average pre-teen and teenager's level of emotional well-being. When asked what made them happiest, factors such as having friends over for tea, participating in sports and having a stable home life were more conducive to having a happy state of mind than their parents' income. This indicates a tendency to derive happiness from the simpler things in life. Such news should empower parents who can now refuse to hand over money for mobile phones or video games in the knowledge that such a policy really is for their children's own good. The study also took gender into account; both the happiest and unhappiest groups were girls. Those aged 10 to 12 were happiest, but this changed once girls matured and became more conscious of their looks, a factor less important for boys.

### D Happiness and lifestyle

Prioritising the things in life that make you happiest is the key to achieving emotional well-being, according to a recent study. Increasingly, more people face hardships such as reduced incomes and longer working hours, so it may seem counter-productive to try to incorporate more happiness into a person's life. Further compounding the problem is the ever-widening class divide which separates the haves and the have-nots. Even though many western societies have progressed enormously over the past few decades, unhappiness is at an all-time high. This seems to be because too much emphasis has been placed on material possessions. Instead of focusing on wealth, researchers advocate focusing on things that bring deep personal fulfilment, such as strengthening family and community ties, increasing self-awareness and performing charitable acts for others. A few countries, such as those of Scandinavia, demonstrate proof of this idea, as residents there consistently rate their happiness as being high and their lifestyles reflect a willingness to carry out the aforementioned activities. It's safe to say that others will also have to follow this exemplary lifestyle in order to attain the same levels of happiness.



# 10

## Understanding text structure

### Colleagues and acquaintances

UNIT AIMS

**Skill:** understanding text structure

**Vocabulary:** people topic vocabulary

**Exam practice:** *Advanced Paper 1 Part 7*

#### Improve your reading skills: understanding text structure

**What is understanding text structure?**

*Every text has its own structure, and every text type has a fairly standard structure which writers follow or play with. For example, an argumentative text often has an introduction, a main body where the argument is presented and a conclusion. Main points are usually presented in separate paragraphs, with examples, reasons, etc. Narrative texts, reports and proposals follow different structures.*

- 1 Which word could best replace 'play with' in the first sentence?  
A study  
B enjoy  
C adapt

**Why is understanding text structure important?**

*A fundamental aspect of reading is being able to identify what the writer is trying to achieve, and why. Understanding the structure of the text – both in global terms and at particular points in a text – is a key part of this. It helps you to identify and understand the meaning of the text as a whole, and it's also vital for each part of a text you read as it helps you recognise and understand the function.*

- 2 Which word in the paragraph mirrors the phrase 'the text as a whole'?  
A fundamental  
B global  
C vital

**How do you understand text structure?**

*You need to be familiar with the generic structures in different text types (articles, essays, stories, etc) in English, with an awareness that these may differ from the structures used in other languages. Be aware that there is great flexibility within each structure and that a writer may consciously adapt a particular structure.*

- 3 What is suggested by this paragraph?  
A Not all text-type structures are culturally universal.  
B All languages and cultures have their own distinct text types.  
C Most languages share most of the generic structural traits of text types.

**How is understanding text structure important in *Advanced*?**

*In Part 5, you may be asked questions about the text structure. These could include questions about what particular words refer to or about how different parts of the text are connected. In Part 6, an understanding of text structure will better enable you to distinguish an example from a main point for instance. In Part 7, recreating the text involves understanding the function of the paragraphs and the structure. In Part 8, statements about the texts may rely on aspects of structure like understanding implication, attitude and opinion, comparison, exemplification, etc.*

- 4 How does the use of the phrase 'for instance' affect the meaning above?  
A It suggests that it will have several benefits in Part 6.  
B Without it, we wouldn't know that we're talking about examples.  
C It creates a useful contrast with the word 'example'.



## Get started

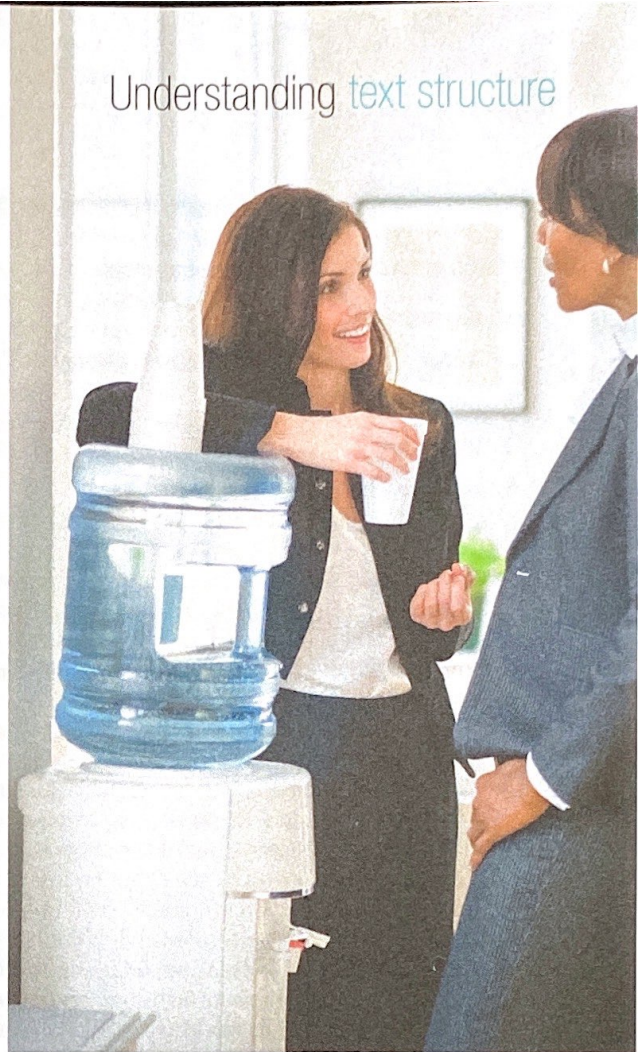
Look at the photo and answer the questions.

- What do you think these people are talking about?
- Can colleagues become real friends or do they just stay acquaintances?
- What factors might stand in the way of a colleague becoming a real friend?

## Develop your vocabulary

1 Choose the correct word to complete each sentence.

- 1 I bumped **into** / **against** an old school friend in London yesterday.
- 2 It's hard to get close to Bill because he's always **at** / **on** his guard.
- 3 If you want people to be more than just acquaintances, you've got to open **out** / **up** to them.
- 4 I know her **by** / **at** sight, but I don't even know her name.
- 5 Sometimes it can take a bit of effort to keep **along** / **up** a friendship.
- 6 We were just neighbours, but over the years I grew attached **to** / **with** Mrs Morgan.
- 7 Johnny and I were best friends at school, but we drifted **off** / **apart** over the years.
- 8 I know her from somewhere, but I just can't put a name **to** / **on** her face.



2 Write a word or phrase from the box in each gap to complete the text.

cliques ■ contact ■ encounter ■ face ■ interaction ■ terms ■ water cooler

## GETTING AHEAD

**T**hese days, with fewer jobs for life, it's important to take advantage of every chance (1) \_\_\_\_\_ in the course of work to further your career. When you start work in an office, consider even (2) \_\_\_\_\_ talk useful. Every colleague you connect with might turn out to be a useful (3) \_\_\_\_\_ at some point in the future. Each personal (4) \_\_\_\_\_ between you and a co-worker could turn out to be the vital step you were looking for on the career ladder. You may think you are on no more than nodding (5) \_\_\_\_\_ with somebody, but five years later when you walk into that new workplace, there's nothing better than seeing a familiar (6) \_\_\_\_\_ in the opposite cubicle. Remember also that, just as at school, offices have their exclusive (7) \_\_\_\_\_, and breaking into them requires persistence, courage and a little bit of flair.





## Develop your reading skills: understanding text structure

### 1 Match each text type with a sentence.

- 1 narrative \_\_\_\_\_
- 2 essay \_\_\_\_\_
- 3 news report \_\_\_\_\_
- 4 biography \_\_\_\_\_
- 5 business report \_\_\_\_\_
- 6 review \_\_\_\_\_
- 7 email \_\_\_\_\_
- 8 magazine article \_\_\_\_\_

- a The accomplices were already known to the police for petty crimes such as car theft and shoplifting.
- b When she was just 12, she visited a distant relative in Scotland along with her family, and fell in love with the Highlands.
- c What you'll find is that those acquaintances you've carefully kept up with have gradually become friends.
- d So it was that, coming out of the shop one day, Martin almost literally bumped into Linda, a woman who he was sure he knew, but couldn't place.
- e The site may link you efficiently with long-lost friends, relatives or colleagues, but that's nothing Facebook or LinkedIn don't do already.
- f The main area of contention, as far as can be ascertained, is that there are now two colleagues per computer terminal, and no system for sharing.
- g Although in an ideal world we would retain our childhood friends for life, the reality is that we tend to drift apart, whether that be in terms of distance or personality.
- h You'll never guess who I bumped into the other day – Ray Lowescroft, that kid who used to live at the top of your street!

### 2 Read the sentences in exercise 1 again. Match each one with a function.

- |                                  |   |
|----------------------------------|---|
| 1 to give a reason _____         | 5 to describe a significant event _____ |
| 2 to give a result _____         | 6 to give examples _____                |
| 3 to set a scene _____           | 7 to make a comparison _____            |
| 4 to give some recent news _____ | 8 to state a truth _____                |

### 3 Choose the main idea for each text.

- 1 One of the most interesting things about relationships between colleagues is that they often spend more time with one another than with any other person in their lives, even their partners. Yet when asked whether they would term them a friend or an acquaintance, the answer is almost invariably the latter. Unless, that is, they have met outside of work in some casual capacity, in which case they are now friends. The element of choice seems to play a major role here; I may have liked you, but only now that I've chosen to spend time with you, are you a true friend.
  - a Our closest friends are usually our colleagues.
  - b We spend far too much time at work these days.
  - c We are reluctant to call our colleagues friends.
  - d We only invite particular colleagues to our homes.



- 2 Serendipity is the word we use for those happy accidents, those moments of chance that turn out to be of great significance or to hold special meaning for us. My moment, for instance, was the one from which I trace my origin as an actor, and it has grown rather than diminished in significance as the years have passed. Yet it was no classic work of literature, nor any dramatic performance that planted the seed in me; rather, a random meeting with a stranger on a train, who I was never to see alive again.
- a I became an actor through my deep love for theatre and literature.
  - b Sometimes, our future is determined by fortune more than design.
  - c We must look deep into our past to find reasons for our present course.
  - d I have spent my life searching for someone to thank for my good fortune.
- 3 I had expected corporate weekends to be highly organised events, tightly focused on goal achievement and competitive spirit. What I found was that their focus, if any, was on teamwork. They also tended to be rather chaotic, enormously fun, liberating occasions, full of laughter, personal interaction and warmth. One assumption has to be made; that these work outings do what it says on the tin. After all, if they didn't increase productivity, it's doubtful that companies would spend money on them. But do they actually work in a completely different way to how they are assumed to work?
- a Corporate weekends are intended to foster competitiveness.
  - b Corporate weekends are much more relaxed than they sound.
  - c There is no proof that corporate weekends make workers more productive.
  - d A corporate weekend is a good example of a successful work outing.

- 4 Write a word from the box in each gap to complete the statements about exercise 3.

additional ■ clarification ■ contrast ■ example ■ explanation ■ result

- 1 The third sentence in text 1 provides a(n) \_\_\_\_\_.
- 2 The fourth sentence in text 1 contains a(n) \_\_\_\_\_.
- 3 The second sentence in text 2 gives a(n) \_\_\_\_\_.
- 4 The fourth sentence in text 2 provides a(n) \_\_\_\_\_.
- 5 The third sentence in text 3 provides \_\_\_\_\_ information.
- 6 The fifth sentence in text 3 provides a(n) \_\_\_\_\_.

- 5 Decide which paragraph follows each of the texts in exercise 3.

- 1 Text 1 \_\_\_\_      2 Text 2 \_\_\_\_      3 Text 3 \_\_\_\_

- a Some people have a presence. If you don't, there are certain things you can do to enhance it; a high chair and wide desk in an office, for example, or boots with chunky heels, shoulder pads and tall hats. But someone who naturally has it needs none of these accoutrements and yet still captures every gaze and seems to tower over everyone else in the room. Saul Brummell was one of these people and, boarding that train, my eyes were drawn inexorably towards him.
- b Yet when it comes down to it, how many chance encounters lead to friendships? Most of our friends are defined by our neighbourhood, our family and where we went to school or university. We are perfectly happy to be lifelong friends with the boy next door or our roommate at university, yet baulk at the person in the next cubicle. What is it about the work environment that puts us on our guard?
- c Martin Edwards, the ex-magician and owner of one of the most successful companies in the sector, seems to think so. Or rather, he claimed that they did both. He compares the phenomenon to a magic trick; there is the illusion that you experience and the complicated mechanics going on, as it were, behind the scenes. What is being created, in effect, is the illusion of community between colleagues.



## Unit 10

**6** Write a sentence outlining what you would expect to read in the remainder of each text from exercises 3 and 5.

1 Text 1

2 Text 2

3 Text 3

**7** Look at the photos and headlines below and predict the content of the articles. Then read the paragraphs quickly and match each one with a headline, putting the paragraphs in a logical order.



*Boy saves schoolmate from drowning*

*A life-changing event*

*The origins of altruism*

1 — 2 — 3 —

4 — 5 — 6 —

7 — 8 — 9 —

- a It may simply be a result of our feeling of weakness or powerlessness; one person alone was defenceless, a family less so, but a tribe was a powerful thing. Thus, those who instinctively worked for the benefit of the larger unit ultimately prospered.
- b Collins started volunteer work straight after that near-death experience, and has helped thousands of people in the local area since. All have good reason to be thankful to Liam Brady.
- c If it was for the sake of a relative, it might still make some sense, since blood relatives share some DNA, and Darwin would approve of any act that facilitated survival. But how could helping someone unknown to you make any sense in evolutionary terms?
- d Liam Brady may not have known Susan Collins well, but when he saw her struggling in the river, he didn't hesitate.
- e According to emergency personnel, it is doubtful that they would have arrived in time to do anything for the girl. Susan Collins was admitted to hospital for observation, but released this morning into the arms of her grateful parents.
- f Acting to save your own life or to gain profit for yourself is easy enough to understand, but why do people risk their lives for total strangers?
- g 'I know her from school, but only to say hello to. I wouldn't have been able to put a name to her face,' he said. 'But when I saw she was in trouble, it didn't matter who she was.' Despite strong currents and the icy waters of the spring thaw, he dived straight in, swam out to her and pulled her back to the bank.
- h Susan Collins is known to us now as a tireless campaigner for the less fortunate, but few people may know that her life now was defined by a single event.
- i When she was sixteen years old, she nearly drowned in a river, but was saved by a school friend called Liam Brady, who dived in to rescue her. From that day on, Collins says her outlook on life completely changed. 'The boy didn't really know me very well, and yet he risked his life for me. And I would have drowned if not for him.'



*Exam focus:*

# understanding text structure in Advanced

**1** Look at the exam practice section on pages 84 and 85 and answer the questions.

- 1 From the rubric, what type of text will you be reading? \_\_\_\_\_
- 2 From the title, what do you expect the extract to be about? \_\_\_\_\_
- 3 From the first paragraph, what do you expect to learn about in the text? \_\_\_\_\_

**2** Tick the features you would expect to appear in the text.

- |  |       |
|--|-------|
| 1 frequent use of the first person     | _____ |
| 2 detached, analytical language        | _____ |
| 3 ideas for future improvements        | _____ |
| 4 narrative past tenses                | _____ |
| 5 emotional reactions to events        | _____ |
| 6 direct and reported speech           | _____ |
| 7 factual information about journalism | _____ |

### Skills tip

In *Advanced* Paper 1 Part 7, should you

- a** start by trying to find the paragraph that doesn't fit in any of the gaps? Yes / No
- b** check at the end that the paragraph you haven't chosen doesn't fit in any gap? Yes / No

**3** Read the first paragraph of the text again and choose two possible sentences which could follow on from the first paragraph.

- a Some of the other reasons cliques are formed stem from a sense of team or class loyalty or the extension of primary school ties. \_\_\_\_\_
- b He is someone who was always above the crowded mob of trivial acquaintanceship and peer-pressure acceptance. \_\_\_\_\_
- c I met her – because my closest friend is a she – some time after I had left the caste system of school, but before I had fully escaped its influence. \_\_\_\_\_
- d When I met her many years later, I asked her why she had hung around in the same clique as me, and she was equally baffled. \_\_\_\_\_

**4** Explain why sentences a–d from exercise 3 did or did not fit.

**5** Write 'Part 5', 'Part 6' or 'Part 8' to complete each sentence.

Understanding text structure can help you

- 1 understand the purpose of each part of a short text in order to match statements to it in \_\_\_\_\_.
- 2 with questions about reference, the flow of the text, the main ideas in paragraphs and their purpose in \_\_\_\_\_.
- 3 distinguish main ideas from supporting details in different texts in order to compare them in \_\_\_\_\_.



*Exam practice:***Advanced Paper 1 Part 7**

You are going to read an extract from the autobiography of a journalist. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

## FATE AND friendship

*It's funny how things turn out. When you're at school, you think you'll be part of the same bunch of friends forever, yet today I hardly see any of them. The older you get, the more you realise that they weren't friendships in any real sense, but exclusive cliques that were formed for purposes of defence, comfort and prestige, amongst other things. My closest friend today is as far from that as you can imagine.*

1 ☐

Her name I discovered years later, when we happened to work for the same newspaper for a while. It was the local rag, and my first post as a journalist. I went the old-fashioned route, from local newspaper to national and eventually international news. But I always remember that place with great fondness.

2 ☐

It may not sound inspiring, but it taught me a lot. Those veteran journalists let me get away with nothing, and none of my copy got by without being chewed up and spat out by one of them, unrecognisable. My pride when my first story was published intact is hard to describe – or comprehend, looking back.

3 ☐

I had similar ambitions, but I hadn't made that fact known to my fellow journalists. That would have let me in for some unmerciful ribbing and snide remarks during conversations at the water cooler. With Sharon, however, I was able to open up a bit, and she gave me some tips and encouragement.

4 ☐

But whenever I looked at the senior reporters, I knew why. They were great fellows, but they had reached a dead end. That might have been fine for them – most had kids and plenty to do outside of work, but for me churning out the same articles day after day felt like a life sentence. One of them – Bob, who I'd grown quite attached to – even took me to task one day about it.

5 ☐

Sharon advised me to do some freelance stuff on my own, since permanent positions were few and far between. So I did, and she got them to her editor, who liked them enough to give me more assignments. Then she became assistant editor, and I got even more work.

6 ☐

Because she's more than my best friend; she's my wife too. Her father died when she was young, so it was her uncle, the editor of my old paper, who gave her away. Bob was there too, and I thanked him for his advice back then. The strange thing was, although he accepted my thanks, it was clear he had no recollection of the conversation whatsoever.



- A** 'You'll never learn to swim if you don't pick your feet up off the bottom,' he said – rather cryptically, I thought. 'You've learned all you can here – it's time to take wing.' With this rather mixed metaphor he was trying to tell me to get out into the real world of news, and I decided he was right.
- B** As with many smaller papers, it was run on a shoestring by an owner-editor and a few grizzled pros. Having fresh legs, I was sent all over the place by my senior colleagues, to speak to an old lady about a fire, perhaps, or a young man about the thousands he'd raised doing a charity fun run.
- C** I'd just come back from a trip to Brazil, where I was covering the blooming of a certain kind of orchid there, when our relationship bloomed, going to friendship and beyond in the course of one evening. As we had dinner, I looked across at her and realised that this acquaintance, colleague, contact, had become something far more precious to me.
- D** Working for her wasn't as difficult as I had first imagined. Bob had told me to put all personal feelings aside, and I did just that. We worked well as a team; she had the organisational skills I lacked, I had a flair for vivid reportage and the nose of a bloodhound for a potential story. But we were growing more distant on an emotional level.
- E** It was a short time after that that Sharon started work there – I remember still feeling that warm glow of pride as we were introduced. She was the editor's niece, and she'd been to university to study journalism. Now she was going to pick up some hands-on experience while she fished for a position with one of the big papers in London.
- F** I'd actually first bumped into her back then, but she was in another year, so I knew her by sight, nothing more. She was just another in that endless stream of faces coming in and out of the school gates, along the corridors and across the playground. Nameless, yet familiar.
- G** Then she was gone. We'd been on friendly terms and I hoped she'd prove a useful contact once I had enough experience under my belt, but that was some time away. We exchanged the occasional email, usually at my instigation; she was always snowed under, which sometimes made me wonder why I wanted to leave my cushy number with the local rag.

## Skills tip

Be careful that you don't spend too much of the total time for Paper 1 on this part. Taken in proportion to the number of marks available, you should spend between 13 and 14 minutes on this part. To achieve maximum results, you need to read efficiently. This means gleaning information from the rubric (where you are given the text type and some idea of content), the heading and sub-heading (if there is one) and from a quick glance at the first paragraph. These will give you a good idea of what you can expect to read in the rest of the text.



## Tourism

UNIT AIMS

Skill: understanding implication

Vocabulary: travel topic vocabulary

Exam practice: Advanced Paper 1 Part 6

## Improve your reading skills: understanding implication

## What is understanding implication?

*Not everything in a text is stated explicitly so we sometimes have to look for meaning (or infer it logically from what is written). Understanding implication is being able to make appropriate and valid inferences.*

- 1 Part of the skill of understanding implication is recognising
- A when someone has drawn a conclusion that is not valid or sensible.
  - B when a writer purposefully uses a phrase with multiple meanings.
  - C which images are appropriate for writers to create in a text.

## Why is understanding implication important?

*Many writers consciously choose not to say everything explicitly. Rather, they leave some conclusions to be drawn or some metaphorical dots to be connected by the reader. Sometimes the inferences we draw may not have been consciously thought through by the writer, but they are no less valid. If we are unable to recognise and understand ideas that are implied, we won't fully understand the text.*

- 2 The 'metaphorical dots to be connected' are probably
- A issues to be discussed.
  - B problems to be solved.
  - C ideas to be linked together.

## How do you understand implication?

*You need to read a text carefully and ask yourself questions about what you're reading, such as: 'If what the writer says is true, what else follows logically from that? What does the writer want me to understand, even though it isn't stated explicitly? Is the writer using irony or sarcasm?' Consider those ideas and check your understanding against new information presented in the text.*

- 3 What conclusion can we draw if we think a writer is being sarcastic?
- A that the writer believes the opposite of what he/she has stated
  - B that the writer feels more strongly about something than he/she has said
  - C that the writer is certain that the reader will agree strongly with him/her

## How is understanding implication important in Advanced?

*It's important in Parts 5, 6, 7 and 8. In Part 5, you may be asked specific questions about implications in the text. In Parts 6 and 8, you need to understand the writers' opinions and attitudes. To some extent these may be implied rather than stated explicitly. In Part 7, one or more of the removed paragraphs may be connected to something that is implied.*

- 4 The phrase 'to some extent' in the above paragraph suggests that
- A an opinion or attitude will never be totally implied in Part 6.
  - B implication should be seen as a scale rather than a yes/no situation.
  - C someone's opinion is usually expressed both implicitly and explicitly.



## Get started

Look at the photo and answer the questions.

- Why do you think the people might choose this place for a holiday?
- Are all summer holiday destinations like this?
- What are the alternatives to staying in a resort like this?

## Develop your vocabulary

1 Match to make words and phrases.

- |                   |            |
|-------------------|------------|
| 1 self- _____     | a season   |
| 2 long-haul _____ | b tourism  |
| 3 back _____      | c catering |
| 4 peak _____      | d kissed   |
| 5 sun- _____      | e packing  |
| 6 eco- _____      | f flight   |



2 Choose the correct word to complete each sentence.

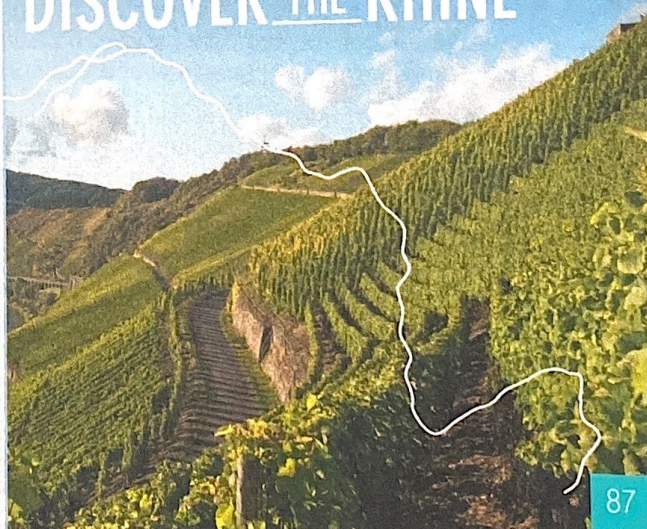
- 1 The students went on a backpacking trip across Europe during their **break / gap** year.
- 2 A(n) **proponent / opponent** of sustainable tourism, Andrew is strongly opposed to the building of a hotel complex in an area of unspoiled open countryside.
- 3 With its beautiful beaches and historic castles, North Wales is the ideal place for a relaxing weekend **getaway / runway**.
- 4 Your tour guide will plan your travel **currency / itinerary** and send it to you before you depart.
- 5 The tourist **commerce / industry** generates employment and development, but it can also have a negative impact on the environment.
- 6 I'm not **granting / shelling** out for any more expensive holidays – the last one was a real disappointment.

3 Write a word or phrase from the box in each gap to complete the text.

full board ■ inclusive ■ labels ■ picturesque ■ tour reps ■ transfers

Starting in the historic city of Cologne, our tour will take you to the (1) \_\_\_\_\_ villages and lush vineyards that dot the Rhine valley. This once-in-a-lifetime deal includes the services of two experienced (2) \_\_\_\_\_ as well as the river cruise staff. All accommodation is (3) \_\_\_\_\_, beginning with dinner upon arrival on the first day and ending with breakfast on the day of departure. The price is (4) \_\_\_\_\_ of all flights, (5) \_\_\_\_\_ to and from the airport and live entertainment every evening. As well as the cruise trips, passengers can take optional trips to the many castles, museums and areas of natural beauty. Travel documents and essentials including tickets and luggage (6) \_\_\_\_\_ will be sent by courier to your home address.

## DISCOVER THE RHINE





## Develop your reading skills: understanding implication

1 Read the texts and statements. Write 'E' if the idea is expressed explicitly and 'I' if it is implicit.

**A** The main problem with package holidays is that you don't have the freedom to change your plans. Since this kind of holiday is usually all-inclusive, you might have to take a flight in the early hours of the morning or be booked into an overcrowded and noisy hotel, but you just have to live with it. My wife and I don't need to book a package deal to know that it's not for us. As ever, I will continue to arrange our summer holiday plans.

- 1 The writer has never booked a package holiday before. —
- 2 The writer prefers to book holiday accommodation in a quiet place. —

**B** Almost every city dweller dreams of lying on a sun-kissed beach as the summer approaches. The idea of relaxing near that refreshing, crystal-clear water inspires many of us to save money all year round for our summer holiday. For those who can't afford it or don't have the time to book a relaxing getaway, summers can be very dreary.

- 3 A summer holiday represents a welcome break from our daily routine. —
- 4 The summertime is less enjoyable for people who don't take a holiday. —

**C** As a large family, we never had the opportunity to travel abroad. The best our parents could offer us was a week at a caravan site near the coast. We were almost guaranteed rain on a daily basis, and yet I still feel nostalgic about those times we spent as a family playing board games or drinking tea inside the caravan as the rain poured down outside.

- 5 The writer's parents always booked cheap accommodation. —
- 6 The writer likes remembering aspects of his childhood holidays. —

2 Read the texts in exercise 1 again and choose the correct answers.

- 1 Who usually arranges the holiday plans for the writer of text A?  
**A** the writer himself    **B** a travel agent    **C** his wife
- 2 How does the writer feel about summer holidays in text B?  
**A** They are not worth getting too excited about.  
**B** They are an important part of many people's lives.  
**C** They are better in the writer's imagination than in real life.
- 3 What does the writer feel about his family's summer holidays in text C?  
**A** He wishes his family could have afforded more expensive holidays.  
**B** He would have enjoyed them more if they had gone abroad.  
**C** Even though they weren't ideal, he has happy memories of them.

3 Decide what you think is implied in each sentence.

- 1 Transfers to and from the airport are included in the price.  
**a** This is probably part of a package holiday. —  
**b** You will travel by plane to your destination.
- 2 A few holidaymakers will spend the whole two weeks lying by the hotel pool.  
**a** Some tourists don't feel motivated to explore the area they visit. —  
**b** Most tourists don't like swimming in hotel pools.
- 3 They even learned how to windsurf when they visited Jamaica.  
**a** They did several exciting activities on their trip. —  
**b** They always enjoyed windsurfing when they went on holiday.
- 4 The manager's attitude was very disappointing considering it was a luxury hotel.  
**a** It's not uncommon to meet rude staff in any type of holiday accommodation. —  
**b** You expect to be treated politely when you spend a lot of money.
- 5 She felt too relaxed to work properly in her first few days back at the office.  
**a** She was still in holiday mode.    **b** She was thinking about quitting her job. —



4 Read the paragraphs and answer the questions.

## GOING HOME

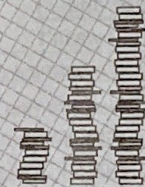
**M**aya woke up with bright sunlight shining through the window. She looked at the clock. 'It's half past nine!' she cried out, 'Oh, no!' She ran into the bathroom, splashed some water onto her face and stuffed her things into her suitcase. She called down to the reception to have a taxi waiting for her and then ran out of the room without pausing to check that nothing had been left behind. In the lift, she checked that her passport and plane tickets were in her handbag and that her return luggage label was firmly fastened to her case.



- 1 What caused Maya to cry out? \_\_\_\_\_
- 2 Where was Maya staying that night? \_\_\_\_\_
- 3 Where was Maya going? \_\_\_\_\_

## Price to pay

New beach resorts and campsites have popped up all along the coast in recent years. And while the number of hotels has also risen tenfold, the number of supermarkets, clothes shops and souvenir shops has remained the same. This sudden and explosive growth has seen these local merchants increase their prices dramatically. Goods cost as much as four times what they cost people back on the mainland. If this keeps up, it won't be long before these resorts stand empty.



- 4 Why have new resorts and campsites popped up in recent years? \_\_\_\_\_
- 5 Why are products so expensive at local shops? \_\_\_\_\_
- 6 How could the resorts become empty one day? \_\_\_\_\_

5 Match each sentence with the tone the writer uses. There is one adjective which you do not need to use.

humorous ■ outraged ■ sarcastic ■ supportive ■ uncertain

- 1 Tourism's impact on the social, cultural and physical environments in which it exists are well known. Yet tour operators keep patting themselves on the back for the wonderful work they're doing on our behalf. \_\_\_\_\_
- 2 It's not clear whether tourism is either positive or negative for rural communities. Most places are open to the idea of modernising their services and infrastructure because of the money which is generated, but tourists and the tourist industry are often welcomed less enthusiastically. \_\_\_\_\_
- 3 Despite having its critics, tourism has been an economic saviour for the islanders. It has helped to generate employment, increase revenue and act as a catalyst for development. \_\_\_\_\_
- 4 It's disgusting what the tourist industry is doing to the fragile ecosystem, never mind the way it exploits indigenous people in this picturesque valley region. However, it's the thoughtless tourists who must take responsibility for their heedless destruction of natural resources without a second thought for either the environment or the local people. \_\_\_\_\_



## Unit 11

6 Read the texts in exercise 5 again and tick what each writer implies.

- 1 a The tourist industry should do more to reduce its negative impact. ☐
- b Tour operators are doing a good job of protecting the environment. ☐
- 2 a Inhabitants of rural communities are happy to welcome visitors to their region. ☐
- b People may not like tourism, but they are still happy to make money from it. ☐
- 3 a Tourism can give local communities a boost. ☐
- b The tourist industry shares its profits equally with local people. ☐
- 4 a Holidaymakers are mostly to blame for environmental problems. ☐
- b Holiday companies are solely responsible for environmental damage. ☐

7 Read the holiday reviews then match each statement with a review.

**A** REVIEWED 6 July

In my experience, *Sun Luxury Cruises* hardly lived up to its name. There was certainly plenty of sunshine on board these rather cramped and dirty vessels, but that wasn't enough to make for a relaxing and enjoyable holiday. We were taken to some impressive historical locations around the Mediterranean. I only wish our itinerary had allowed us more time to explore. Most of the cruise was literally just that – spending time aboard a ship, with little to offer other than a glimpse of what other holidaymakers were enjoying.



**B** REVIEWED 23 September

*Ling's China Tours* is a tour operator that offers a great insight into the geography, history and culture of China. Tour guides, sightseeing trips, historical attractions, a circus performance, nature reserves and clean, comfortable hotels offering full board made our tour worth every penny we paid. We were lucky to get cut-price tickets due to some last-minute cancellations. If I had one criticism it would be the fact that we whizzed around from one place to the next, seeing so many different sights that we didn't have the chance to take everything in. We returned exhausted and needing another holiday to recover, but I wouldn't want to have missed a single one of those places or experiences. If you're looking for the holiday of a lifetime, then this is it!



**C** REVIEWED 1 November

I'd highly recommend a trip to New Zealand with *Campbell's Adventures*. This is not a trip for anyone looking to put their feet up though. After a long-haul flight, you'll be bungee jumping off tall bridges, whitewater rafting, abseiling and enjoying lots of other thrilling activities. All in all, the holiday was not the cheapest I've ever had. Our deal included the flights, self-catering accommodation and most of the activities. The only complaint I'd make is that the rooms could have been a lot more comfortable. Maybe you have to be more of an adventurer than I am to enjoy such basic accommodation, but overall it was a fantastic experience.



- 1 I don't regret the cost of my holiday because I did and saw a lot of things. ☐
- 2 If you want to relax, don't choose my kind of holiday. ☐
- 3 The standard of the accommodation was not as high as I would have liked. ☐
- 4 The weather during my holiday was warm. ☐
- 5 I wasn't able to properly appreciate everything I saw during my holiday. ☐
- 6 There was nothing about my holiday which I enjoyed. ☐

8 Read the reviews in exercise 7 again and answer the questions.

Which writer

- 1 takes a similar view to writer A about the duration of stopovers? ☐
- 2 shares writer B's opinion about how busy their holiday was? ☐
- 3 has a different view to the others about the value of his/her holiday? ☐



*Exam focus:*understanding **implication** in *Advanced*

- 1 Look at the exam practice section on pages 92 and 93 and answer the questions.
- Which phrases in the questions show that you are required to find agreement between the writers?
  - Which phrases in the questions show that you are required to find disagreement amongst the writers?

- 2 Look at question 1 in the exam practice section and answer the questions.


- Question 1 talks about the book's 'suitability for non-professionals'. Write the sentence from text B which relates to who the book is suitable for.
- Does reviewer B think that the book is suitable for non-professionals?
- Will the correct answer be a reviewer who agrees or disagrees with reviewer B?
- What will that other reviewer's opinion be – that the book is or isn't suitable for non-professionals?


**Skills tip**

In *Advanced* Paper 1 Part 6, will the writers

- all definitely express the same general opinion about the overall topic? **Yes / No**
- probably agree on some points but have differing views on others? **Yes / No**

- 3 Read the paragraphs and choose the best answers.

**A Backpacking trips** for young students are a fairly  new phenomenon. Only a couple of generations ago, young people either went straight into work after school or they had to finish their studies as quickly as possible in order to start earning their living afterwards. These days, young people seem to take for granted how hard their parents work in order to provide them with an education. They even expect their parents to shell out for their gap year experience – something many young people now consider to be a standard, and even essential, rite of passage. Doing a tour of Australia, hitchhiking around Europe or digging wells in Africa – these are the kinds of experience which today's young people consider important. It's little wonder that when it comes to working hard, earning a living or simply getting to work on time in the mornings, young people find it hard to grasp what responsibility really is.

**B Gap year travelling** is a much sought-after experience for  young people these days, but only the most hardworking students usually have the opportunity to take advantage of a year off from their studies. Students who have ended the year with disappointing grades spend the next year resitting exams or going to college in order to get into the university of their choice. Nevertheless, if possible, a year spent travelling, working or volunteering can teach young people a range of skills and personal qualities such as decision-making, personal responsibility and leadership which will stand them in good stead when they begin their professional careers. Gap years are hardly a new concept, either. In the 18th century, wealthy aristocrats would often head off for foreign lands to provide themselves with a rich cultural experience. It was seen as their last chance for adventure and thrills before settling down to their careers and marriage. Not much has really changed, then!

- |   |                             |
|---|-----------------------------|
| 1 Do the writers agree on how long young people have been taking gap years?       | <b>Yes / No / Not clear</b> |
| 2 Have both writers taken backpacking trips in their lives?                       | <b>Yes / No / Not clear</b> |
| 3 Do both writers agree that a student can benefit from taking a year-long break? | <b>Yes / No / Not clear</b> |
| 4 Do both writers have the same attitudes to young people generally?              | <b>Yes / No / Not clear</b> |
| 5 Is one of the writers prejudiced against young people?                          | <b>Yes / No / Not clear</b> |

- 4 Read the paragraphs in exercise 3 again and answer the questions.

Which writer

- resents young people taking gap years? \_\_\_\_\_
- believes a year off from studying can be character building? \_\_\_\_\_
- explains gap year travelling as a new concept? \_\_\_\_\_
- reflects on a family's role in the attitudes of a young person? \_\_\_\_\_
- explains why gap year breaks have been well earned by students who take them? \_\_\_\_\_



*Exam practice:***Advanced Paper 1 Part 6**

You are going to read four reviews of a book about ecotourism. For questions 1–4, choose from texts A–D. The texts may be chosen more than once.

## WHO OWNS Paradise?

### *Four reviewers comment on journalist Martha Honey's book Ecotourism and Sustainable Development: Who Owns Paradise?*

**A** After presenting us with an in-depth analysis of sustainable tourism and a fascinating account of its origins, Honey outlines both the goals and pitfalls of the 'ecotourism' business. Like other commentators and critics of ecotourism, she discusses at length how good intentions in sustainable tourism can actually lead to negative repercussions for local communities, wildlife and natural habitats. Honey argues that since the key players in the tourist industry are driven by profit-oriented targets, ecotourism cannot, and indeed should not, be a remedy for the ills of developing countries. In fact, she seems to be saying that tourism only seems to encourage people in areas of natural beauty with an abundance of natural resources, to exploit these to their short-term advantage. Honey describes to us the perils that such regions face and implies that eco-tourism may not be much better than drilling for oil in some cases.

**B** Amusing, optimistic and, most notably, painstakingly researched, *Ecotourism and Sustainable Development: Who Owns Paradise?* should appeal to both industry insiders and interested amateurs in the field. Drawing on the work of ecologists, environmentalists, business analysts and financial experts, Martha Honey pulls together information from a variety of sources to bring us this overview of the industry today. The idea that Honey echoes throughout her work is that tourism, the world's largest industry, needs to change radically. Only when the industry contributes to positive and environmental change can holiday companies continue to function in a way that benefits both the industry itself and local communities. Those readers not familiar with the issues should note however, that not all the views that Honey expresses in her book are accepted in the worlds of sociology and ecology.

**C** Martha Honey was amongst the first researchers in the field when she first wrote about sustainable tourism in the early 1990s. This area of study has grown significantly since then, which is perhaps what has prompted Honey to revisit her original ideas in this new edition of her work. Honey focuses on some of the significant issues related to this relatively new branch of tourism. The book focuses a great deal on the advanced analysis of ecotourism as a tool for sustainable development, meaning that some of its content is not suitable for a general audience. Tourism professionals will find a lot of other interesting topics for debate as Honey looks into matters of political and philosophical ideology. Honey does not simply re-hash the work of other writers; she presents us with original research as well as generating ground-breaking theory in an area of academic interest which she has definitely made her own.

**D** A good first step for any holidaymaker striving to learn more about the sustainable tourism industry would be to read Martha Honey's book. It's a journey worth taking even if you don't plan to leave the comfort of your garden chair all summer. With her eloquent writing style, Honey takes us on a journey rich with facts and colourful stories. The book also deals comprehensively with numerous fascinating aspects of ecotourism, from government policy and business plans to the work of local communities and environmental protection groups. As well as providing the reader with a plethora of information regarding ecotourism both past and present, Honey also delves into ideologies which could well become future policies. However, less academic readers should be warned that Honey's assumptions need to be carefully considered and debated rather than simply accepted.



## Which reviewer

agrees with reviewer B about the book's suitability for non-professionals?

☒ 1 ☐

has a different opinion from the others on the extent to which Honey is impartial in her views?

☒ 2 ☐

shares reviewer D's opinion about the validity of Martha Honey's ideas?

☒ 3 ☐

differs from the others regarding the originality of Honey's work?

☒ 4 ☐

## Skills tip

In this part, understanding all four writers' attitudes is imperative, but these attitudes will not always be expressed explicitly. In questions of the type 'Which writer differs from the others', you will need to identify each writer's view of the particular topic mentioned in the question and then identify which of the four opinions is different from the other three. Ask yourself which three writers share the same positive, negative, critical, etc opinion of the topic in question, then find the writer whose view is different.



## Ex-pats

UNIT AIMS

Skill: understanding comparison

Vocabulary: culture topic vocabulary

Exam practice: Advanced Paper 1 Part 8

## Improve your reading skills: understanding comparison

## What is understanding comparison?

Writers make comparisons for many reasons (e.g. to highlight similarity or difference between two or more things, to explain something unknown by comparing it with something better known about or to shed light on a topic by drawing comparisons with a different but related topic). Understanding comparison means understanding what is being compared, and why, identifying similarity or difference, and the different ways writers make comparisons.

- 1 What is suggested by the point about evaluation?
- A Evaluating comparisons is one of the most difficult aspects.
  - B Not all comparisons need to be understood completely.
  - C Some comparisons are more successful than others.

## Why is understanding comparison important?

It's a vital part of understanding what a writer is trying to say. If you don't recognise and understand a comparison, and why it is being made, you won't fully understand. In certain circumstances, a comparison can be made with the main topic using a metaphor or analogy.

- 2 What is true about the sentence 'Her house in the Caribbean is becoming a real white elephant.'?
- A The word 'real' is being used ironically by the writer.
  - B The image of a white elephant is being used metaphorically.
  - C The main topic of the sentence is the white elephant.

## How do you understand comparison?

You need to know and recognise language that is commonly used to make comparisons (words and phrases such as similarly, conversely etc and grammatical structures like comparatives and superlatives and as/so ... as, and the use of metaphor and simile). Pay attention to all these ways of making comparisons.

- 3 Which word or phrase does **not** have a similar meaning to *conversely*?
- A then again    B having said that    C likewise

## How is understanding comparison important in Advanced?

In Part 5, comparisons may tell you about a writer's attitude or opinion and may help you understand specific details. In Part 6 a comparison may reveal attitude or opinion, and different comparisons used by different writers can reveal agreement or disagreement. In Part 7, one or more of the removed sentences might draw a comparison to something in the text, helping you choose the correct gap. In Part 8, you may be asked to match a statement to a text based on a comparison.

- 4 Which two parts are explicitly compared in this paragraph?
- A Parts 5 and 6    B Parts 6 and 7    C Parts 7 and 8



## Get started

Look at the photo and answer the questions.

- How might the experience of visiting a country differ from living there?
- What problems do you think somebody might face when living in a foreign country?
- Would you like to live and work abroad? Why? / Why not?



## Develop your vocabulary

1 Match to make sentences.

- |  |     |
|--|-----|
| 1 In southern Europe, one type of social                         | ___ |
| 2 Foreigners may suffer from culture                             | ___ |
| 3 Unfortunately, many immigrants confront racial                 | ___ |
| 4 Singapore has a diverse cultural                               | ___ |
| 5 While fluent in Chinese, Kim wasn't familiar with the regional | ___ |
- a prejudice when they arrive in their new home.  
 b landscape, as there are three main ethnic groups.  
 c shock during the first few months of their stay.  
 d convention is kissing friends on both cheeks in greeting.  
 e dialect, resulting in a great deal of confusion.

2 Choose the correct word to complete each sentence.

- 1 Coming from a cool northern country, it took us weeks to **modify** / **acclimatise** to the high temperatures and humid atmosphere in our new home.
- 2 Lisa was praised for her **mixed-race** / **cross-cultural** study of music genres in inner-city areas.
- 3 An **influx** / **inflow** of foreign home-owners means that local people can no longer afford to buy property in their own village or region.
- 4 My embassy advised me not to travel through that **war-torn** / **warmongering** country as they couldn't guarantee my safety.
- 5 The writer's **justification** / **juxtaposition** of everyday life with terrifying descriptions of war and deprivation make for a riveting read.

3 Write a word from the box in each gap to complete the text.

clash ■ ex-pats ■ harrowing ■ misconception ■ stereotypical

(1) \_\_\_\_\_ are sometimes under the mistaken belief that the laws of their host country don't apply to them. This is such a common (2) \_\_\_\_\_ that locals often have a very (3) \_\_\_\_\_ view of them, believing that they are incapable of showing respect for the law. This behaviour is certainly not common to all ex-pats. Nonetheless, some of them seem to believe that if they are ignorant of a law, then they cannot be punished for breaking it. When an offence occurs, the result may be a (4) \_\_\_\_\_ with police, exacerbating matters further. Perhaps if they were to listen to some of the (5) \_\_\_\_\_ accounts of foreigners trapped in foreign prisons then maybe they would think twice before flouting the law.



## Develop your reading skills: understanding comparison

1 Write a word from the box in each gap to complete the sentences.

as ■ contrary ■ contrast ■ hand ■ like ■ similar

- Life in the tropics can be the ultimate in relaxation. On the other \_\_\_\_\_, you may grow weary of the year-round hot weather.
- France is a prosperous country with well-run services, in \_\_\_\_\_ to its former colony, Algeria, which is less organised.
- Living in Canada is \_\_\_\_\_ to living in the United States, although Canadians do have to endure bitterly cold winters.
- Moving abroad can be \_\_\_\_\_ leaving one life to start another.
- Some people think it's dangerous to live abroad. On the \_\_\_\_\_, it can be safer than your home country.
- Sheila was as content living her life in Gibraltar \_\_\_\_\_ she was living in the UK.

2 Choose the correct word or phrase to complete each sentence.

- Life abroad can be thrilling at first. **Then again / Similarly**, the initial excitement usually wears off pretty quickly.
- It's useful to study a language before you move to a place. **Likewise / Otherwise**, becoming familiar with the social conventions of your host country will be a great help.
- Children may find learning at school through the medium of a foreign language difficult at first. **At the same time / In the same way** this skill will be of lasting benefit to them.
- Local people are sometimes prejudiced against new-comers. **Similarly / As well as**, ex-pats may arrive in a place with preconceived views and ideas.
- Children usually find it easy to settle down in a new home and school. **Conversely / In similar fashion**, adults may find it more difficult to cope.

3 Read the examples of a simile and a metaphor then complete the definitions.

**Simile:** Living in Japan was like being on a rollercoaster at first, but eventually you learn to cope.

**Metaphor:** Living in Japan was a rollercoaster experience at first, but eventually you learn to cope.

- A simile is where \_\_\_\_\_.
- A metaphor is where \_\_\_\_\_.

4 Write 'S' if the sentence contains a simile and 'M' if it contains a metaphor. Underline the simile or metaphor in each sentence.

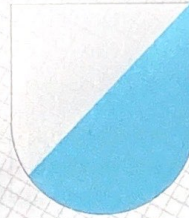
- Portugal was like a breath of fresh air after holidaying in the UK for many years. \_\_\_\_\_
- I know it doesn't suit everyone, but after living in a metropolis for years, village life is paradise to me. \_\_\_\_\_
- Living in Bali is a dream come true – the locals are very accommodating and the scenery is lush and beautiful. \_\_\_\_\_
- Not accustomed to the weather in Brazil, Hans and Helena felt like fish out of water for the first few months. \_\_\_\_\_
- After listening to German all day at work, hearing an English news programme at home was music to Andy's ears. \_\_\_\_\_
- Helen was having an excruciating time living in Korea, but her housemate Ann was as happy as a clam. \_\_\_\_\_



5 Read the blog posts and decide if the statements are true (T) or false (F).

### Costas, Zurich

Switzerland is the most organised place I've ever lived in, and people avoid committing even the smallest of crimes, such as dropping litter or not giving way at junctions. I find it refreshing, because it's quite different from my native Greece where the streets are like obstacle courses, with people crossing left and right and drivers not always stopping at stop signs. In my opinion, Greece is the worst place to be a pedestrian, as it's too tempting for drivers to break the rules.



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### Amy, Bern

The Swiss countryside is a true-to-life fairytale. It's breathtakingly gorgeous, especially when I compare it to my home in Boston, where the countryside is mostly flat. Having said that, I find that the nightlife is as dull as dishwater. People don't go out very much, and most establishments have shut their doors by 11pm. I've discovered that people are also less sociable than my fellow Bostonians, but I've made a few friends here and I find the Swiss are every bit as pleasant as my friends back home, once you get to know them.



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### Ricardo, Geneva

I feel privileged to have been accepted to work in Switzerland, but after living here for a few years, I've realised nothing can replace Buenos Aires, where I was born and raised. Undoubtedly, Buenos Aires is far more chaotic and there is greater poverty in the streets, something almost unheard of in Geneva. Nonetheless, I find life in my home town to be the most satisfying on Earth, and once my work contract expires, I'll be going home.



04

- 1 Costas' comparisons portray his home country in a positive light. \_\_\_\_\_
- 2 Amy makes both positive and negative comparisons between Switzerland and her home country. \_\_\_\_\_
- 3 Ricardo makes some positive comparisons between Geneva and Buenos Aires. \_\_\_\_\_
- 4 Costas is the most appreciative of life in his host country. \_\_\_\_\_
- 5 Ricardo is the only blogger who sees negative aspects to life in Switzerland. \_\_\_\_\_
- 6 Amy is the least appreciative of life in her host country. \_\_\_\_\_

6 Read the blog posts in exercise 5 again. Find examples of these kinds of comparisons.

- 1 comparatives \_\_\_\_\_
- 2 superlatives \_\_\_\_\_
- 3 similes \_\_\_\_\_
- 4 a metaphor \_\_\_\_\_
- 5 as ... as phrases \_\_\_\_\_
- 6 contrast linking words \_\_\_\_\_



## Unit 12

- 7 Read paragraph A. Then number the remaining paragraphs in a logical order so that they follow on from paragraph A.

- 1 Paragraph A  
2 Paragraph       
3 Paragraph       
4 Paragraph

- A European cultural centres have always been a draw for the intellectual. In the 20th century, numerous American writers such as Gertrude Stein, Henry James and Ernest Hemingway made their homes there. They found life in Europe to be more intellectually stimulating than life back home.
- B This was, and is, largely a result of what Europeans have learned about their countries' deeper, richer pasts. European history began centuries before the development of north America. The Italian Renaissance, for example, ran its course before the USA had even become an independent nation. Other movements in art and literature were blossoming in Europe when the USA was just a fledgling country.
- C These revolutions in creativity provided a more diverse cultural landscape, but more than that, Europe was better connected to the rest of the planet, as opposed to the USA's geographically more isolated location. There were individuals from Africa, Asia and the Middle East gathered in European capitals. As a result, Europe was a veritable fountain of creativity for the great American artists.
- D Perhaps this was because of the rich social life they found there. Europeans live in more densely-populated cities with a larger number of public squares than American ones. Meeting other like-minded individuals was as uncomplicated as leaving one's residence and taking a few steps down the street. Additionally, the average European often seemed to have a broader base of world knowledge than the average American.

- 8 Read the text in exercise 7 again. List the comparisons which the writer makes between Europe and the USA.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_



*Exam focus:*

## understanding comparison in Advanced

1 Look at the exam practice section on pages 100 and 101 and answer the questions.

1 What kinds of texts are you going to read?

\_\_\_\_\_

2 What topic do all of these texts have in common?

\_\_\_\_\_

3 Which countries or regions do the writers describe?

\_\_\_\_\_

4 Which two questions involve comparisons?

\_\_\_\_\_

**Skills tip**

In *Advanced* Paper 1 Part 8, is it useful

**a** to answer the questions you are sure of first before turning your attention to the others? **Yes / No**

**b** to read each text slowly and carefully until you match the answers? **Yes / No**

2 Read the text and tick the ideas the writer compares.

Performing even the simplest tasks was a phenomenal effort, as the village had no plumbing and the nearest well was half a kilometre down the road. Such was life in this remote area of Africa, a far cry from the civilised world where getting water is simply a matter of turning on the tap. It was almost enough to make you feel miserable about the local living conditions, if it wasn't for the joy you could see in people's faces, which came from living in a close-knit community, a luxury long lost in the impersonal urban world of the West. For them, the trek to fetch water was more of a social activity than a heavy burden. I couldn't help but think, though, that modernity was not some sort of bitter trade-off, in which the more we modernise our surroundings, the less warm and welcoming we become. It was just in my nature to believe that easy access to clean running water is a non-negotiable right for every human being. I was sure our plans to provide this would be well received, and I didn't expect to be met with such scepticism.

- 1 basic services \_\_\_\_\_
- 2 methods of communication \_\_\_\_\_
- 3 modes of transport \_\_\_\_\_
- 4 relationships \_\_\_\_\_
- 5 traditions and rituals \_\_\_\_\_
- 6 consequences of modern life \_\_\_\_\_
- 7 human rights \_\_\_\_\_

3 Read the text in exercise 2 again. Underline the information which gave you the answers.

4 Write 'Part 5', 'Part 6', 'Part 7' or 'Part 8' to complete each sentence.

- 1 In \_\_\_\_\_, comparisons may be extended over a number of sentences, enabling you to see connections between sentences in order to reconstruct a text.
- 2 In \_\_\_\_\_, comparisons may be made by a writer which reveal their opinion and which you need to consider in relation to other writers' views.
- 3 In \_\_\_\_\_, comparisons may be made by a writer which reveal their opinion and which you need to consider carefully in order to answer questions on details in the text.
- 4 In \_\_\_\_\_, comparisons may be made by a writer which reveal their opinion and which you need to match to the same idea expressed in different words.



*Exam practice:***Advanced Paper 1 Part 8**

You are going to read reviews of four books about experiences of living abroad. For questions 1–10, choose from the articles (A–D). The reviews may be chosen more than once.

**According to the reviews, the writer of which book**

describes how local people used an art form to bring history alive?

1	
---	--

recounts both positive and negative experiences?

2	
---	--

puts aside personal experiences in favour of a wider picture?

3	
---	--

changed their objective during their visit to the country?

4	
---	--

includes subject matter which is distressing?

5	
---	--

describes how authorities cope with a diverse and growing population?

6	
---	--

impresses by contrasting a mixture of experiences?

7	
---	--

describes having to deal with racial and sexual prejudice?

8	
---	--

is better at writing descriptions than explanations?

9	
---	--

sheds light on the racial mix in the place where he/she lived?

10	
----	--

**Skills tip**

In *Advanced Paper 1 Part 8*, it is a good idea to read through the questions first and make a note of key expressions in the questions, so that when you do read the texts, some of the answers will stand out. With comparison questions, however, you will need a general understanding of the material to find the answers. Recognising the writer's attitude and tone – as well as what the writer specifically says – will help you accomplish this. It will probably save you from having to carefully reread each text to find one answer.



## REVIEWS OF *books on life abroad*

*We review four authors' books on living in foreign countries.*

### **A *Cultural Divides* by Aidan Benton**

This is less the story of his own life as an American diplomat in Singapore than an in-depth analysis of the social landscape of this south-east Asian city. The author delves into the city's history and tries to throw light on how it became one of the world's most successful economies. Specifically, he offers fascinating insights into the role of the minority communities in Singapore – the Malaysians and Indians who live and work alongside the Chinese majority. Benton writes about the great strides the government has taken towards integrating these diverse cultures, a balancing act which brings it in for constant criticism. For one of the world's most densely-populated cities, welcoming a steady influx of immigrants from neighbouring countries, this balancing act is indeed a struggle, and Benton shines ample light on how this challenge is being met in today's multi-cultural Singapore.

### **B *10,000 Miles Away* by Nora Kensington**

A harrowing tale of an Australian doctor's life in sub-Saharan Africa, Kensington does not shy away from the dreadful experiences she witnessed in the two years she spent in this war-torn region. She describes the culture shock she experienced upon arrival and the challenges she faced as a female doctor working with injured children and adolescents. Fluent in French, she details her efforts to learn the numerous regional dialects and her battle to break down stereotypes about Western people and misconceptions about Western medicine. Kensington had more than one brush with death during her sojourn in Africa – experiences she relates in stunning and vivid detail. But her story is not all doom and gloom. Ending on a positive note, she speaks of reforms and progress in the region and leaves the reader feeling thankful for their own lot in life.

### **C *A World Apart* by Stephen Biggs**

A New Zealand mountain climber, Biggs' breathtaking journal from his year-long expedition to the Andes will leave you gasping. Traversing elevations of over 10,000 feet for the lion's share of his travels, Biggs describes dangling from cliffs and squeezing through narrow crevasses to conquer one of the world's highest mountain ranges. Interspersed with tales of his daredevil climbs are stories of the Andean inhabitants, whose traditions, languages and rituals go back a thousand years. His description of the plight of these Andean villages makes for absorbing reading. Far from uncivilised, Biggs recalls performances the villagers put on which related stories of the Spanish conquistadors who invaded Peru centuries ago. The author's juxtaposition of mountain climbing and cross-cultural experiences make this book one of the best reads of the year.

### **D *Foreign Days, Foreign Nights* by Paula Stein**

Stein's account of her stay in Morocco is a must for anyone planning to travel there. A fashion designer by trade, Stein's intention was to seek inspiration for her craft by studying the traditional Moroccan handmade textiles. While not entirely abandoning her purpose, she soon found herself jotting down her experiences in the crowded, colourful squares in the old town of Marrakech. While her chronicles may not come to grips with the societal aspect of life in Morocco – she admits to not even trying to learn Arabic – Stein makes up for it in her description of a chaotic, yet functioning city awash with earthy terracotta tones, refreshing blues and greens and scented with spices and hibiscus blossom. She strays off topic a little when she tries to present facts about the modern political scene and analyse events from Morocco's recent history, neither of which she pulls off successfully. Her writing is at its best when she is describing the sights and sounds of everyday people and places.



# Answer Key

## Unit 1

### Improve your reading skills

1 A 2 B 3 C 4 B

### Get started

Students' own answers

### Develop your vocabulary

1

1 P 2 P 3 N 4 N 5 P

2

- 1 producer
- 2 wrap
- 3 sequence
- 4 anchor
- 5 crew

3

1 b 2 b 3 a 4 a 5 b

### Develop your reading skills

1

1 b 2 c 3 d 4 a

2

Suggested answers

- 1 Another reason for writing, I am counting on your renewed support
- 2 I'll post some photo stills from the shoot later in the week, I'm sure all of you will love them
- 3 The film ... has suffered numerous unexpected setbacks. While filming in Mexico ... resulting in weeks of delay, causing further delays and expense
- 4 ... the special effects are unarguably stunning. The director took great care ..., unfortunately fails in terms of the storyline. ... which makes the plot seem repetitive and predictable

3

1 c 2 b 3 a 4 d

4

1 D 2 A 3 C 4 D

5

Sentences to be ticked: 2, 3 and 5

6

1 c 2 a 3 b

7

- a From page to screen
- b Acting the news

8

1 b 2 a 3 a 4 b

### Exam focus

1

1 A 2 C 3 B 4 C 5 A

### Skills tip

a No, b Yes

2

a

3

Suggested answers

- 1 Paragraph a is more likely to be the answer because it gives examples of 'decision-making abilities' mentioned in the previous paragraph, such as choosing 'which of their roommates they want removed from the house'.
- 2 Paragraph b is less likely to be the answer because it stresses the individuals' contributions to the show, rather than a group making decisions together, as mentioned in the previous paragraph.

### Exam practice

1 F

At the beginning of paragraph F, the phrase 'That is the simplest, most inspiring part' relates to 'it all begins with a vision to tell a story with the camera' in the preceding paragraph. At the end of paragraph F, 'we work on developing the script' relates to 'The writing process' in the following paragraph, as a script is a piece of writing for a film's dialogue.

2 G

At the beginning of paragraph G, Jeannette lists a series of roles ('director, producer, casting director, production designer and assistant screenwriter') which she plays in the film's production. This range of jobs is connected to the idea that 'everyone has multiple roles to play' in the preceding paragraph.

3 A

At the beginning of paragraph A, 'local talent' relates to 'Her actors for this film originate from different parts of Sicily, some even from the Messina region in which the village is located'. The last sentence of paragraph A, 'It was a circumstance her own grandparents had

to endure' relates to 'this phenomenon has largely disappeared' in the following paragraph.

4 E

At the beginning of paragraph E, 'tall tales' is a synonym for 'the rumours that would swirl around' in the preceding paragraph.

5 B

At the beginning of paragraph B, 'This particular one' refers back to the 'unmissable wrap party' mentioned at the end of the preceding paragraph. Later in paragraph B, Jeannette also goes on to refer to it as 'biggest celebration this town has ever seen'.

6 D

At the end of paragraph D, Jeannette talks about film festival entries as getting 'a bit pricey'. This ties into the following paragraph's topic on 'the cost of the film'.

## Unit 2

### Improve your reading skills

1 C 2 B 3 A 4 A

### Get started

Students' own answers

### Develop your vocabulary

1

1 c 2 e 3 a 4 d 5 b

2

- 1 light
- 2 hands
- 3 weight
- 4 pieces
- 5 reins

3

- 1 micromanagement
- 2 delegating
- 3 burnout
- 4 cubicle
- 5 team-building

### Develop your reading skills

1

a You don't trust me. You cramp my creative style. You give me no space to develop. These are just some of the complaints directed at that most annoying creature, the micromanager.



- b The average managing director has as little idea of what happens on the ground floor of the company as a king did of how his subjects lived. This is due to the practice of going straight from business school into the upper ranks of management.
- c Some of my best workers are mothers, fathers, people with other responsibilities, and being flexible means I don't lose them. Good management for me is employee satisfaction.
- d I had become exactly the kind of manager I had always despised – stuck in the office, crunching figures. As a consequence, I found myself having to re-evaluate my entire role in the company.
- e A line manager is best compared to a sergeant in the army. He or she has direct contact with the ordinary 'soldiers' at a company, passing on the orders to them and making sure they carry them out correctly.

- 2  
1 b 2 d 3 c 4 a 5 e
- 3  
1 c 2 d 3 f 4 a 5 e 6 b 7 h 8 g

- 4  
a Becoming a member of the team  
b Accessible but separate  
c Drawbacks of the traditional role

- 5  
1 b 2 c 3 a 4 a, c 5 b 6 b

- 6  
1 c 2 a 3 d 4 b

- 7  
1 d 2 b 3 a 4 e

- 8  
Suggested answers  
1 Your management style should be flexible, not rigid.  
2 Most would say they just want a manager who lets them do their job.  
3 The position of line manager could soon be obsolete.  
4 Managers must learn how to work on electronic platforms to secure a position nowadays.

#### Exam focus

- 1  
Sentences to be ticked: 1 and 3
- 2  
b
- 3  
D

#### Skills tip

- a Yes, b Yes
- 4  
1 Part 8  
2 Part 7  
3 Part 7  
4 Part 8

#### Exam practice

- 1 C  
Most managing directors rise up through the ranks and get a chance to work, if not as a line manager, at least as a departmental manager and so on up; by the time they get to the top position, they're like fine-tuned management machines.

- 2 B  
because only with original content can you move up in the ranking towards that fabled first page on search engines.

- 3 C  
So I started out writing content in my kitchen, as I mentioned before, then managing projects and other freelance writers. Before long, I needed an office and someone to answer phones, and it just grew from there. My style of management – if you can call it a style – was micromanagement.

- 4 B  
I was getting this strange, choking feeling each time I approached the office or thought about work. Then, during a week's holiday where I sat in a hotel room sending emails most of the time, I suddenly realised that I was on my way to what is described as 'burnout'.

- 5 A  
'You know that game they play on team-building weekends, where you let yourself fall backwards into the waiting arms of your colleagues? It's a little bit like that.'

- 6 B  
'What it meant for me was a huge weight off my shoulders and a chance to get back to a more creative role in terms of company strategy and direction. I no longer felt I was running behind trying to pick up the pieces; I was in front, leading.'

## Unit 3

#### Improve your reading skills

- 1 A 2 B 3 C 4 B

#### Get started

Students' own answers

#### Develop your vocabulary

- 1  
1 acquire  
2 (un)attainable  
3 immersion  
4 reinforce  
5 fluency  
6 proficient

- 2  
1 c 2 a 3 d 4 b

- 3  
1 mastering  
2 target  
3 marked  
4 criteria  
5 evolving

#### Develop your reading skills

- 1  
1 am utterly convinced  
2 deplore  
3 I have little doubt that  
4 Needless to say,  
5 My contention is  
6 We ought to

- 2  
1 probably  
2 doubts  
3 suggest the opposite  
4 less  
5 avoid blaming a person  
6 the school was guilty of something  
7 cast doubt on  
8 the only factor

- 3  
Suggested answers  
1 whether students gain much benefit from learning English  
2 to question the usefulness of learning English  
3 that learning a language has some additional benefits that were not obvious  
4 using English in your professional life  
5 the benefits of learning English that others usually mention  
6 that stretching the mind is more important than the more practical uses of learning English

- 4  
Suggested answers  
Disagree  
■ that English is clearly the most useful of all foreign languages  
■ that the ability to understand written instructions or to engage in online communication are less important than exercising the brain  
■ that English is a difficult language to learn



- that English is used by most people primarily in a professional capacity
- Agree

- that learning a language has benefits beyond the practical

5

1 something

2 latter

3 contrast

4 However

5 often

6 well

7 Similarly

8 as well as

9 in the same way as

6

1 C 2 B 3 B 4 B 5 C 6 A

#### Exam focus

1

1 always four texts

2 is linked thematically to the others

3 two types of question

4 differs from the others

2

They all discuss issues related to learning a language.

3

1 F 2 F 3 T 4 T

#### Skills tip

a Yes, b Yes

4

1 Part 7

2 Part 5

3 Part 8

4 Part 6

#### Exam practice

1 C

the native speaker has the advantage of learning the language from birth, or even before, and so has a head start on non-native speakers.

For the native speaker, these are usually committed to memory at a young age.

2 D

but my contention is that this approach is mistaken because it is not entirely necessary.

we need to examine whether time might be better spent trying to speak the language as unambiguously as possible, without the added burden of a fruitless pursuit of perfection.

3 B

Heavy borrowing from other languages, and a number of exceptions to many rules, have also contributed to making English seem unfathomable to some learners.

4 C

I refuse to accept that the learner of English as a second language faces the same difficulties as learners of any other modern language.

For the native speaker, these are usually committed to memory at a young age. For the non-native, an entirely different approach is needed.

## Unit 4

### Improve your reading skills

1 C 2 A 3 B 4 B

### Get started

Students' own answers

### Develop your vocabulary

1

1 S 2 A 3 A 4 A 5 S 6 S 7 S

2

1 BASE jumping

2 free

3 ski

4 scuba

5 whitewater

6 Inline

7 mountain

8 hang

### Develop your reading skills

1

1 Despite

2 such as

3 owing to

4 as well as

5 hence

6 leading to

7 on account of

8 namely

2

1 this extreme sport

2 adventure sports

3 this sport

4 the damage

5 the hormone

6 activities

3

1 c 2 d 3 e 4 a 5 f 6 b

4

1 a 2 b 3 b 4 c 5 b

5

1 Among the most challenging and potentially fatal has to be ice climbing.

2 As a consequence, ice climbing is practised only by the most experienced of climbers and with specialist climbing equipment.

3 Ice features could mean frozen

waterfalls, cliffs and slopes covered in ice sheets or icefalls, a part of a glacier.

4 This involves the ascent of ice features with the use of ice axes and mountain boots equipped with crampons.

5 The sport is considered especially dangerous owing to the comparative brittleness of ice in comparison to rock, the usual climbing medium, and the extreme physical exertion required to complete a climb.

6

1 c 2 d 3 a

7

a article

b biography

c news report

8

1 b 2 a 3 c

### Exam focus

1

Sentences to be ticked: 2, 4 and 6

2

b

3

1 c

2 Free soloing ... is not practised by many climbers.

3 a

4 a climbing accident

5 'This' refers to the element of risk; Mark fits the profile of a free soloist ('weary of the predictability of conventional climbing').

### Skills tip

a No, b No

4

1 F 2 F 3 T

### Exam practice

1 D

The first paragraph introduces us to Laird Hamilton; paragraph D goes on to sketch a short history of surfing. At the end of paragraph D, the writer says that 'Californians ... in Hawaii ... brought surfing home on demobilisation.' and the paragraph which follows refers to that route by saying that he 'took that journey in the opposite direction'.

2 G

The paragraph which precedes missing paragraph G says 'he could have pursued a professional career, but chose not to.' Missing paragraph G begins by talking about the money to be made in surfing and goes on to explain that Laird and others like him believe that 'competitive surfing was anathema'.



3 A

Missing paragraph A mentions 'that level' – this refers back to 'big-wave surfing, riding mountains of water over 20 feet high'. Paragraph A also mentions 'long boards' and '12-footers'. In the paragraph which follows this gap we also read about 'the big boards'.

4 C

Missing paragraph C begins 'Tow-in surfing ...overcoming both problems'. These two problems are 'short boards' (mentioned in missing paragraph A) and the lack of 'manoeuvrability' (mentioned in the previous paragraph).

5 F

The preceding paragraph describes how Doerner 'towed Laird Hamilton ... towards a larger-than-normal ocean swell.' The missing paragraph continues by mentioning 'Doerner talks about the moment. I towed him, etc'.

6 B

Missing paragraph B does not connect to the previous paragraph because it begins with a new idea (the film *North Shore*). The paragraph which follows, however, says that 'Laird's life has followed the complete opposite path.' i.e. the opposite path from his character in the film.

## Unit 5

### Improve your reading skills

1 A 2 B 3 C 4 B

### Get started

Students' own answers

### Develop your vocabulary

1

- 1 vegetation
- 2 biodiversity
- 3 wilderness
- 4 conservationists
- 5 initiative
- 6 lush

2

- 1 swathe
- 2 unabated
- 3 logging
- 4 profiteering
- 5 exploiting
- 6 cash crops
- 7 slashing
- 8 haphazard
- 9 altruistic

### Develop your reading skills

1

1 e 2 f 3 d 4 b 5 c 6 a

2

1 b 2 c 3 e 4 d 5 a

3

1 One effective way for governments to protect their rainforests is to make it a criminal offence to cut down trees in protected areas. With this aim in view, government officials should set up a task force to tackle this issue specifically.

2 Deep inside the jungle, we found ourselves surrounded by a thick cover of lush vegetation that stretched to the sky, and all one could hear were the peaceful sounds of birds, insects and other tree creatures. It was a truly remarkable experience.

3 Land inspectors recently began using sophisticated satellite imagery to track the spread of illegal tree logging in the rainforests. Inspectors say they are now able to locate destroyed areas much faster than with ground teams.

4 Simply put, the world's rainforests provide that vital ingredient for life – oxygen. It is a terrible tragedy that more is not being done to protect them. In fact, one could argue that not doing so is a crime against humanity.

5 On the one hand, the citizens of a country need land in order to build homes and workplaces. However, because the existence of the rainforest is crucial to the entire planet's survival, it is essential that we find a balance between this practical use of the land and other long-term environmental goals.

4

Sentences to be ticked: 1, 4, 5, 6 and 7

5

1 to evaluate, 4 to analyse an issue  
While buying up rainforests has worked in the past, as it prohibits farmers from illegally exploiting at least a portion of the land, it begs the question of whether or not this is the best way for these land buyers to spend their money.

1 to evaluate, 5 to provide examples  
For instance, the funds used to purchase a huge swathe of forestland could instead be used to help conservation charities to pressure governments to enforce land protection laws.

6 to elaborate on an idea

That would in turn change a culture of exploiting land for farming instead of preserving forests.

4 to analyse an issue

Clearly, such a policy would be more effective than just haphazardly buying up areas of land.

1 to evaluate, 7 to express an opinion  
After all, we shouldn't turn all rainforests into private property, and indeed it probably isn't even possible.

6

- 1 to share a view
- 2 to inform
- 3 to provide examples
- 4 to persuade

7

1 b 2 a 3 b 4 b 5 a 6 b

8

1 d 2 b 3 b 4 d 5 a 6 a 7 d 8 c  
9 a 10 c

9

- 1 C, Text: B
- 2 C, Text: A
- 3 I, Text: B
- 4 I, Text: D
- 5 C, Text: C
- 6 C, Text: D
- 7 I, Text: A
- 8 I, Text: C

### Exam focus

1

1 T 2 F 3 F 4 F

2

- 1 Questions 4 and 5
- 2 The reason the writer informs us ... The writer discusses the rights ... to show that
- 3 Question 5 – it says the writer discusses the rights of landowners, so the purpose is to examine an issue.
- 4 Question 4 – it says the writer is informing us about why the task force carries weapons, so the purpose is to give information.
- 5 to present and analyse a situation

### Skills tip

a Yes, b No

3

Suggested answers

- 1 d and f
- 2 c and e

4

Suggested answers

- 1 to present their side of the issue/to present both sides of the issue
- 2 most beautiful, devastating, jarring, powerless
- 3 Text 2 has a less formal register – the writer uses the first person and contractions.

### Exam practice

1 B

To them, the rainforests stand in the way of profits.



2 C

These 'rainforest police' use a combination of equipment and technology to monitor deforestation and actually arrive at the scene while the illegal clearing of trees is still in progress.' 'the farmers learn new ways to evade the IBAMA's patrols.

3 C

They know that the satellite imagery is only sophisticated enough to identify large swathes of deforested land.' 'The police are aware of the farmers' ruses and are working on refining their imaging technology to detect even smaller areas.

4 A

It's not misleading to refer to the agency's men as 'policemen'. Not only are they equipped with space technology, GPS devices and high-tech computers, but they've got guns strapped to their belts as well.

5 B

While the behaviour of the farmers is by no means altruistic, their farms do provide food. Hunger and starvation are serious problems we face on our planet today,

6 D

do we protect the forests in order to save the world's climate or do we expand areas of farmland in order to feed the world's population?

## Unit 6

### Improve your reading skills

1 B 2 A 3 C 4 C

### Get started

Students' own answers

(NB only natural fertilisers are permissible for use on organic crops)

### Develop your vocabulary

1

- 1 sweet tooth
- 2 rancid
- 3 processed
- 4 growth hormones
- 5 domestic fowl

2

1 d 2 a 3 e 4 b 5 c

3

- 1 grave
- 2 fertilisers
- 3 infestations
- 4 adverse
- 5 abundant
- 6 dairy
- 7 livestock
- 8 welfare

### Develop your reading skills

1

- 1 effects
- 2 components
- 3 Mounting
- 4 risks
- 5 modified
- 6 on the market

2

1 f 2 e 3 c 4 d 5 b 6 a

3

Suggested answers

- a Diner hospitalised with food poisoning
- b Sushi world record broken on Japanese holiday
- c Chef posts his top ten recipes online
- d Toxic sugar substitute contained in over 9,000 food products
- e New chain of organic restaurants opens
- f Genetically-modified foods to be sold in supermarkets

4

- 1 38 minutes
- 2 *20-Minute Meals*
- 3 black bean curry
- 4 herbs / spices
- 5 celebrity chef / vegetarians
- 6 cooking

5

- 1 attempt
- 2 follow-up
- 3 whip up
- 4 hot and bothered
- 5 tingle
- 6 easy-to-follow
- 7 ingredients
- 8 sweet tooth

6

Information to be ticked: 2, 3, 4, 5, 6 and 8

7

- 1 in days gone by
- 2 to butcher
- 3 (factory-like) structures

8

1 B 2 A 3 D

9

1 c 2 b

10

1 S 2 N 3 S 4 S 5 S 6 N

11

Suggested answers

- 1 alter the natural properties (of our food) ... since time immemorial.
- 2 crops that are immune to infestations
- 3 can enhance taste
- 4 genes from the modified organisms ... get mixed with natural plants

5 the impact this could have on other species

6 Our ability to cook the meat ... helped our brains to develop.

### Exam focus

1

- 1 manmade
- 2 hygiene
- 3 large-scale
- 4 era
- 5 closely

### Skills tip

a Yes, b Yes

2

- 1 sample
- 2 livestock
- 3 tastiest products
- 4 preservatives
- 5 dairy products
- 6 cultivate crops
- 7 grocer
- 8 off-putting

3

1 a 2 b 3 a 4 a 5 b

4

Suggested answers

- 1 family-run business
- 2 run the risk of getting food poisoning
- 3 makes it worth parting with that extra cash
- 4 is a local food supplier
- 5 I discovered that none of the foods were sourced or grown locally

### Exam practice

1 D

Some artificial food additives have been linked to ... hyperactivity in children

2 A

These food additives prevent vitamins A, E and D from being absorbed into the body.

3 C

the use of fluoride in public water supplies to reduce tooth decay.

4 B

a few bad apples who add dangerous toxins to their foods without testing them thoroughly

5 D

Food-borne illnesses and epidemics would ... more widespread

6 B

the world's ever-increasing population dictates that we have to find ways to make our food resources go further and last longer.



- 7 A  
clients from all walks of life who have different needs and requirements when it comes to the food they eat.
- 8 C  
there has been an increasing use of food additives since the 19th century.
- 9 C  
The use of these labels and nutrition facts on food products has opened the food industry to more public scrutiny.
- 10 B  
Every constituent of processed food is tested before it is used.

## Unit 7

### Improve your reading skills

1 C 2 A 3 B 4 A

### Get started

Students' own answers

### Develop your vocabulary

1

1 c 2 a 3 d 4 b

2

- 1 breach
- 2 IP address
- 3 infiltrate
- 4 blurb
- 5 spam

3

- 1 invasion
- 2 safeguard
- 3 malicious
- 4 vulnerable
- 5 array
- 6 fend

### Develop your reading skills

1

- 1 b, c, e
- 2 c, d
- 3 c, d, e
- 4 a, b, d
- 5 c, d, e

2

- 1 first name, social security number, access code, initials of a sentence
- 2 malware, harmful programmes
- 3 hacking, account was compromised
- 4 United States government, United Nations, European Union
- 5 Consumer Privacy Bill of Rights, global privacy policy, Data Protection Regulation

3

- 1 a, c
- 2 b, c, d
- 3 a, d
- 4 b, c

4

1 D 2 A 3 D 4 D

5

1 F 2 T 3 F 4 T 5 T

6

- 1 Which writer agrees with writer B regarding who decides what personal information should go online?
- 2 Which writer differs from the others regarding the intentions of third parties?
- 3 Which writer disagrees with writer C about the responsibilities of social networking sites?

7

1 A 2 C 3 B

8

- 1 At the end of the day, it's up to you how much you reveal about yourself. (from text B); They can simply limit the amount of personal information they post online. (from text A)
- 2 We should all be aware that hackers are constantly on the lookout for an opportunity to strike. (from text C); this practice does not damage your computer or interfere with your internet use in any way, so the impact on individual users is minimal. (from text A); The worst that can happen is you'll get unwanted calls from banks or people conducting surveys. (from text B)
- 3 social networking sites ought to be banned from requesting or even suggesting that users post personal information such as their address, hometown or place of employment. Allowing people to do so sends the message that it's OK, (from text C); At the end of the day, it's up to you how much you reveal about yourself. (from text B)

### Exam focus

1

- 1 reviews of a book about online privacy
- 2 questions 2 and 4
- 3 questions 2 and 3
- 4 no, because you are asked to compare the other three texts with text B
- 5 a reviewer who disagrees with the others
- 6 how important it is to discuss hacking, which reviewer disagrees with the other three about this topic

2

1 A 2 A 3 D 4 D 5 D 6 D

3

A *UHide* is one of the most comprehensive privacy software applications on the market today. It has an enormous range of functions designed to protect your computer from hackers. It is one of the pricier options, but as such, is loaded with an array of effective features. The product comes with online support for technical issues, which is especially useful for the average computer user who may encounter difficulties applying some of the programme's more advanced features.

B While privacy software *UHide* offers a plethora of functions that would satisfy even the most advanced computer users, its weakness lies in its usability. With so many options to choose from and not knowing which are the most important, it is difficult to decide what to do first. The online support is often more offline than online, leaving users to fend for themselves. The price fairly reflects the software's capabilities, but if you can't use them, what's the point of buying it?

### Skills tip

a Yes, b Yes

4

Parts to be ticked: 6 and 8

### Exam practice

1 C

The terminology he uses is more suitable for a college course in computer security than for the millions of ordinary people out there who just want to prevent online attacks on their home computers.

2 A

Reading *Savvier*'s book will give you a greater understanding of the culture of hacking as well as teach you how to protect yourself from wrongdoing.

3 B

interspersed with anecdotes about hacking that serve no purpose in terms of protecting your computer, it is almost as if the book should have been split into two – one part commentary on the hacking lifestyle and the other part how-to guide as advertised in the blurb. Tying both together serves to confuse more than enlighten.

4 D

Still, the stories and statistical data alone should be motivation enough for any user to want to do more to protect their system.'



# Unit 8

## Improve your reading skills

1 B 2 A 3 A 4 B

## Get started

Students' own answers

## Develop your vocabulary

1

- 1 contracted
- 2 orally
- 3 eradicated
- 4 administer
- 5 contagious
- 6 trials
- 7 infected
- 8 immunisation
- 9 bacteria
- 10 trigger

2

- 1 pioneers
- 2 contain
- 3 outbreaks
- 4 immune
- 5 deadly

## Develop your reading skills

1

- 1 Like
- 2 except
- 3 aside
- 4 the
- 5 among
- 6 such

2

- 1 that is
- 2 importantly
- 3 as we can see
- 4 The case of
- 5 particular

3

- 1 one very good economic reason for vaccinating people
- 2 The money saved can be spent on other health services
- 3 the health benefits are enormous
- 4 the eradication of diseases can be achieved
- 5 progress towards eradication of other diseases

4

- 1 including
- 2 instance
- 3 particular
- 4 especially
- 5 illustrate
- 6 such
- 7 Apart
- 8 these

5

- 1 They must be satisfied that the vaccine is safe and effective.
- 2 Ethical questions arise.
- 3 pharmaceutical companies
- 4 groups motivated by political pressure to take action
- 5 to illustrate an ethical dilemma / as an example of (the problem of) deciding who should or shouldn't receive a vaccine
- 6 people with compromised immune systems
- 7 The vaccine might fail to protect some people.
- 8 the fact that people with a pre-existing illness might be made worse by some vaccinations

6

Text A

In fact some, in particular the bacteria that live in our digestive tract, are beneficial.

This can lead to digestive problems, the best-known example of which is diarrhoea.

Taking probiotics is said to be a good way to replace these 'good' bacteria.

Text B

Some conditions in the human body, such as your temperature, encourage bacteria to reproduce

Text C

Washing your hands regularly in hot water may be the best way to avoid getting ill, claiming that other developments, chiefly those which encouraged good hygiene

Text D

These organisms enter our bodies in a variety of ways: through the food we eat, the water we drink and the air that we breathe

7

1 C 2 B 3 A 4 A 5 D 6 C

## Exam focus

1

Paragraph 3

Jenner explored the connection between the smallpox virus – one of the biggest killers of his day, particularly among children – and cowpox.

Louis Pasteur developed the rabies vaccine, ushering in a new era of progress, with vaccinations against a range of diseases, including cholera, plague and tuberculosis. From the middle of the 20th century, medical research focused on common childhood diseases such as measles, mumps and rubella.

Paragraph 4

For example, it is well documented that he cut open the arm of an eight-year-old boy and infected the wound with the cowpox virus.

Paragraph 5

One such possibility is a vaccine against Type 1 diabetes.

Paragraph 6

There exists a nasal spray for delivering the flu vaccine, among others.

2

- 1 a benefit of vaccination programmes
- 2 objections on religious grounds
- 3 a vaccination that some people feel is unsafe
- 4 outbreaks of measles, deaths from measles

## Skills tip

a No, b Yes

3

- 1 Part 8
- 2 Part 6
- 3 Part 7

## Exam practice

1 C

I had little grasp of what the whole procedure was for, and the pain, if there was any, has long since faded from memory.

2 C

the programme in schools was stopped in 2005 due to falling rates of TB.

3 D

Jenner explored the connection between the smallpox virus ... and cowpox, which was a similar but far less serious virus affecting people who worked with cows. He noted that dairy workers who had contracted cowpox seemed to gain immunity to smallpox.

4 A

For example, it is well documented that he cut open the arm of an eight year old boy and infected the wound with the cowpox virus. He later experimented on other children, including his 11 month old son.

5 C

There are also new developments which will be introduced in the near future. One such possibility is a vaccine against Type 1 diabetes.

6 C

Will these alternatives save my daughter from more pain? Probably not,



## Unit 9

### Improve your reading skills

1 A 2 C 3 B 4 A

### Get started

Students' own answers

### Develop your vocabulary

1

1 c 2 a 3 d 4 e 5 b

2

1 d 2 c 3 a 4 c 5 d

3

- 1 exemplary
- 2 empowered
- 3 reinforced
- 4 compatible
- 5 charitable

### Develop your reading skills

1

1 a 2 b 3 a 4 a 5 b

2

1 P 2 P 3 P 4 P 5 N 6 N 7 P  
8 P 9 N 10 P

3

inalienable and impartial; An 'inalienable right' and 'heard by impartial fellow citizens' must have positive connotations due to the context of 'for every American citizen' and 'a fair trial'.

4

- 1 respect and a good work-life balance
- 2 productivity
- 3 happy and fulfilled
- 4 work efficiency, higher level of creativity, fewer absences
- 5 the competition
- 6 it will improve the company's chances of success

5

- 1 well-oiled machine
- 2 devoured
- 3 spur
- 4 self-serving
- 5 devote themselves
- 6 flounder
- 7 disgruntled

6

- Suggested answers
- 1 wealth
  - 2 measurement
  - 3 National
  - 4 funny
  - 5 mission
  - 6 not able to maintain
  - 7 great number

8 copy

9 been the most important

10 allocate

7

- 1 lead, were netting, excelling
- 2 assert, ascribed, translates

8

- 1 were netting
- 2 lead
- 3 translates
- 4 ascribed
- 5 excelling
- 6 assert

9

1 c 2 b

### Exam focus

1

- 1 marred
- 2 contradictory
- 3 obstacles
- 4 metropolitan
- 5 justify
- 6 proportions
- 7 predominantly
- 8 notion
- 9 tangible
- 10 offset
- 11 unearth
- 12 derive
- 13 prioritising
- 14 compounding
- 15 aforementioned

### Skills tip

a No, b Yes

2

- 1 list
- 2 surprise
- 3 poor
- 4 span
- 5 relatively
- 6 score

3

Sentences to be ticked: 1, 3 and 5

### Exam practice

1 D

Prioritising the things in life that make you happiest is the key to achieving emotional well-being.

2 A

while Wokingham residents might reside in a generally more privileged area ... the lack of contact with the natural world undermines the happiness they could otherwise enjoy.

3 C

The study also took gender into account; both the happiest and unhappiest groups were girls.

4 D

Increasingly, more people face hardships such as reduced incomes and longer working hours.

5 A

the citizens of Wokingham and those of Rutland, urban areas

6 B

Recent findings in the US show that families with annual incomes of around \$75,000 register the highest levels of emotional well-being.

7 C

Such news should empower parents who can now refuse to hand over money for mobile phones or video games in the knowledge that such a policy really is for their children's own good.

8 D

Further compounding the problem is the ever-widening class divide which separates the haves and the have-nots.

9 B

While a larger income may be required in order to lead the privileged lifestyle available in urban areas, thus reducing overall disposable income, the extra luxuries – access to world-class venues, for example – offset the added expense.

10 A

The town is more densely populated than Rutland with fewer parks to help alleviate stress and the pressures of everyday life.

## Unit 10

### Improve your reading skills

1 C 2 B 3 A 4 A

### Get started

Students' own answers

### Develop your vocabulary

1

- 1 into
- 2 on
- 3 up
- 4 by
- 5 up
- 6 to
- 7 apart
- 8 to

2

- 1 encounter
- 2 water cooler
- 3 contact
- 4 interaction
- 5 terms
- 6 face
- 7 cliques



### Develop your reading skills

1  
1 d 2 g 3 a 4 b 5 f 6 e 7 h 8 c

2  
1 f 2 c 3 d 4 h 5 b 6 a 7 e 8 g

3  
1 c 2 b 3 b

4  
1 contrast  
2 result  
3 example  
4 clarification  
5 additional  
6 explanation

5  
1 b 2 a 3 c

6  
Suggested answers

- 1 We will find out what it is about the work environment that makes us wary of each other.
- 2 We will find out how Saul Brummell inspired the writer to become an actor and perhaps how he died.
- 3 We will find out exactly how a company benefits from corporate weekends and what the underlying motives and goals of such a weekend are.

7  
1 d 2 g 3 e 4 h 5 i 6 b 7 f 8 c  
9 a

### Exam focus

1

Suggested answers

- 1 (an extract from) an autobiography
- 2 how the writer found friendship by chance
- 3 who the writer's best friend is now

2

Sentences to be ticked: 1, 4, 5 and 6

3

b and c

4

Suggested answers

- 1 Sentence a expands on the idea of school cliques, which the writer talks about in the first paragraph but goes on to contrast that idea with a brief description of his best friend.
- 2 Sentence b describes someone not involved in the writer's school clique, or in any clique, as described by the writer at the end of paragraph 1.
- 3 Sentence c refers back to the friend, and how she became part of his life after he left school.

4 Sentence d says she was in the same clique as him at school, which paragraph 1 makes clear she wasn't.

### Skills tip

a No, b Yes

5

1 Part 8

2 Part 5

3 Part 6

### Exam practice

1 F

At the beginning of paragraph F the phrase 'back then' refers to the writer's time at school mentioned in the preceding paragraph. In paragraph F the writer also says, 'I knew her by sight, nothing more.' and the paragraph which follows refers back to this by saying 'Her name I discovered years later'.

2 B

The preceding paragraph mentions 'the local rag' (a small newspaper business) where the writer worked. Paragraph B begins with a reference to 'smaller papers' and goes on to talk about his work there. The following paragraph also begins 'It may not sound inspiring' referring to the work he did.

3 E

The preceding paragraph describes how he learned from 'veteran journalists' and ends with the words 'looking back'. Paragraph E begins with a time reference, 'a short time after that', i.e. after he began work at the paper. It ends by describing Sharon's ambitions. The following paragraph begins, 'I had similar ambitions.'

4 G

The preceding paragraph talks about his first contact with Sharon. Paragraph G begins 'And then she was gone.' referring to Sharon. Paragraph G ends with the writer wondering why he wanted to leave his job. The following paragraph answers this question by giving a reason.

5 A

The preceding paragraph ends with his colleague 'taking him to task'. Paragraph A refers to 'he' in the first sentence which refers to the colleague. His colleague's words also tie in with the writer's doubts about his career at the paper.

6 C

The preceding paragraph describes how he came back into contact with Sharon through work. Paragraph C talks about the blossoming of their relationship. It ends with the words 'something far more precious' and the following paragraph begins by telling us that she is now his wife.

## Unit 11

### Improve your reading skills

1 A 2 C 3 A 4 B

### Get started

Students' own answers

### Develop your vocabulary

1

1 c 2 f 3 e 4 a 5 d 6 b

2

- 1 gap
- 2 proponent
- 3 getaway
- 4 itinerary
- 5 industry
- 6 shelling

3

- 1 picturesque
- 2 tour reps
- 3 full board
- 4 inclusive
- 5 transfers
- 6 labels

### Develop your reading skills

1

1 E 2 I 3 I 4 E 5 I 6 E

2

1 A 2 B 3 C

3

1 a 2 a 3 a 4 b 5 a

4

Suggested answers

- 1 the time, the fact that she had overslept
- 2 in a hotel
- 3 to the airport
- 4 The area has become more popular with tourists.
- 5 Shop owners can exploit tourists because of increased demand.
- 6 Tourists will get fed up with paying high prices.

5

- 1 sarcastic
- 2 uncertain
- 3 supportive
- 4 outraged

6

Sentences to be ticked: 1a, 2b, 3a and 4a

7

1 B 2 C 3 C 4 A 5 B 6 A

8

1 B 2 C 3 A



Exam focus

1

- 1 agrees with (question 1), shares reviewer D's opinion (question 3)  
2 has a different opinion from the others (question 2), differs from the others regarding (question 4)

2

- 1 the latest edition of Honey's ecotourism book would be an excellent choice for anyone interested in the subject.  
2 Yes, he/she believes it is suitable for non-professionals.  
3 a reviewer who agrees with reviewer B  
4 that the book is suitable for non-professionals

Skills tip

a No, b Yes

3

- 1 No  
2 Not clear  
3 No  
4 No  
5 Yes

4

1 A 2 B 3 A 4 A 5 B

Exam practice

1 D

A good first step for any holidaymaker striving to learn more about the sustainable tourism industry would be to read Martha Honey's book. It's a journey worth taking even if you don't plan to leave the comfort of your garden chair all summer.

2 A

Honey argues that since the key players in the tourist industry are driven by profit-oriented targets, Honey describes to us the perils ... and implies that ecotourism may not be much better than drilling for oil in some cases.

3 B

Those readers not familiar with the issues should note however, that not all the views that Honey expresses in her book are accepted in the worlds of sociology and ecology.

4 C

Honey does not simply re-hash the work of other writers; she presents us with original research as well as generating ground-breaking theory in an area of academic interest which she has definitely made her own.

## Unit 12

Improve your reading skills

1 C 2 B 3 C 4 A

Get started

Students' own answers

Develop your vocabulary skills

1

1 d 2 c 3 a 4 b 5 e

2

- 1 acclimatise  
2 cross-cultural  
3 influx  
4 war-torn  
5 juxtaposition

3

- 1 Ex-pats  
2 misconception  
3 stereotypical  
4 clash  
5 harrowing

Develop your reading skills

1

- 1 hand  
2 contrast  
3 similar  
4 like  
5 contrary  
6 as

2

- 1 Then again  
2 Likewise  
3 At the same time  
4 Similarly  
5 Conversely

3

Suggested answers

- 1 A simile is where a comparison is made between two things using *like* or *as*.  
2 A metaphor is where a comparison is made that literally says one thing is something else.

4

1 S

Portugal was like a breath of fresh air after holidaying in the UK for many years.

2 M

I know it doesn't suit everyone, but after living in a metropolis for years, village life is paradise to me.

3 M

Living in Bali is a dream come true – the locals are very accommodating and the scenery is lush and beautiful.

4 S

Not accustomed to the weather in Brazil, Hans and Helena felt like fish out of water for the first few months.

5 M

After listening to German all day at work, hearing an English news program at home was music to Andy's ears.

6 S

Helen was having an excruciating time living in Korea, but her housemate Ann was as happy as a clam.

5

1 F 2 T 3 T 4 T 5 F 6 F

6

1 quite different from, less sociable than, far more chaotic, greater poverty

2 most organised place, smallest of crimes, worst place to be a pedestrian, the most satisfying

3 the streets are like obstacle courses, the nightlife is as dull as dishwater

4 The Swiss countryside is a true-to-life fairytale

5 as dull as dishwater, the Swiss are every bit as pleasant as my friends back home

6 Having said that, but, Nonetheless

7

2 D 3 B 4 C

8

1 Life in Europe was more intellectually stimulating than life in the USA.

2 Europe has more densely-populated cities with a larger number of public squares.

3 Europeans had better world knowledge.

4 Europe's history is older than the USA's.

5 Europe had a more diverse cultural landscape.

6 Europe was better connected to the rest of the planet.

7 The USA is geographically more isolated.

Exam focus

1

1 book reviews

2 experiences of living abroad

3 Singapore, sub-Saharan Africa, the Andes, Morocco

4 7 and 9

2

sentences to be ticked: 1, 4 and 6



3

Performing even the simplest tasks was a phenomenal effort, as the village had no plumbing and the nearest well was half a kilometre down the road. Such was life in this remote area of the Africa, a far cry from the civilised world where getting water simply a matter of turning the tap. It was almost enough to make you feel miserable about the local living conditions, if it wasn't for the joy you could see in people's faces which came from living in a close-knit community, a luxury long lost in the impersonal urban world of the West. For them, the trek to fetch water was more of a social activity than a heavy burden. I couldn't help but think, though, that modernity was not some sort of bitter trade-off, in which the more we modernise our surroundings, the less warm and welcoming we become. It was just in my nature to believe that easy access to clean running water is a non-negotiable right for every human being. I was sure our plans to provide this would be well-received, and I didn't expect to be met with such scepticism.

#### Skills tip

- a Yes
- b No

4

- 1 Part 7
- 2 Part 6
- 3 Part 5
- 4 Part 8

#### Exam practice

1 C

recalls performances the villagers put on which related stories of Spanish conquistadors who invaded Peru centuries ago.

2 B

Kensington had more than one brush with death during her sojourn in Africa – experiences she relates in stunning and vivid detail. But her story is not all doom and gloom.

3 A

Less the story of his own life as an American diplomat in Singapore than an in-depth analysis of the social and cultural landscape of this southeast Asian city.

4 D

Stein's intention was to seek inspiration for her craft by studying the traditional Moroccan handmade textiles. While not entirely abandoning her purpose, she soon found herself jotting down her experiences in the crowded, colourful squares in the old town of Marrakech.

5 B

A harrowing tale of an Australian doctor's life in sub-Saharan Africa, Kensington does not shy away from the dreadful experiences she witnessed in the two years she spent in this war-torn region.

6 A

Benton writes about the great strides the government has taken towards integrating these diverse cultures, a balancing act which brings it in for constant criticism. For one of the world's most densely populated cities, welcoming a steady influx of immigrants from neighbouring countries, this balancing act is indeed a struggle, ...

7 C

The author's juxtaposition of mountain climbing and cross-cultural experiences make this book one of the best reads of the year.

8 B

the challenges she faced as a female doctor ... her battle to break down stereotypes about Western people and misconceptions about Western medicine.

9 D

She strays off topic a little when she tries to present facts about the modern political scene and analyse events from Morocco's recent history, neither of which she pulls off successfully. Her writing is at its best when she is describing the sights and sounds of everyday people and places.

10 A

he offers fascinating insights into the role of the minority communities in Singapore – the Malaysians and Indians who live and work alongside the Chinese majority.



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